# Faculty of Social Sciences (UU)

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<tr>
<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirement</th>
<th>Teacher</th>
<th>Spots Available</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>200600056</td>
<td>Wild Years</td>
<td>12/11/2018 to 01/02/2019</td>
<td>“Get-to-know” Interview</td>
<td>Peter Selten</td>
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<tr>
<td>2</td>
<td>201400040</td>
<td>Religion, Media and Popular Culture</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Intake Inclusion</td>
<td>Martijn Oosterbaan</td>
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<tr>
<td>3</td>
<td>201800006</td>
<td>Youth Culture in a Digital World</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Good English (spoken and written)</td>
<td>Margot Peeters</td>
<td>2</td>
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<tr>
<td>4</td>
<td>200500126</td>
<td>Conducting a Survey</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Prerequisite: SPSS, Multivariate Analysis, Writing in English</td>
<td>Vera Toepoel</td>
<td>2</td>
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<tr>
<td>5</td>
<td>201600411</td>
<td>Policy and Evaluation</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>This course requires field research in the Netherlands. Those who do not speak Dutch will instead carry out desk research.</td>
<td>Joram Pach</td>
<td>2</td>
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# Faculty of Science (UU)

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<tr>
<td>1</td>
<td>B3COMB10</td>
<td>Computational Biology</td>
<td>12/11/2018 to 01/02/2019</td>
<td>background both in Biology (Cell biology, evolutionary biology, ecology) as well in mathematical modeling (ODE) models and basic computational skills ➔ apply in person</td>
<td>Paulien Hogeweg</td>
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<tr>
<td>1</td>
<td>USG2051</td>
<td>Comparative analysis of political institutions</td>
<td>12/11/2018 to 03/02/2019</td>
<td>Intake Inclusion</td>
<td>Gijs Jan Brandsma</td>
<td>2</td>
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<tr>
<td>2</td>
<td>THIS COURSE IS FULL!</td>
<td>Principles of Macroeconomics</td>
<td>12-11-2018 t/m 03-022019</td>
<td>Intake Inclusion</td>
<td>Frank van der Salm</td>
<td>2</td>
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<tr>
<td>3</td>
<td>RGBUIER013</td>
<td>Regulating Big Tech</td>
<td>12-11-2018 t/m 03-022019</td>
<td>Intake Inclusion</td>
<td>Stefan Kulk</td>
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<td>4</td>
<td>THIS COURSE IS FULL!</td>
<td>Legal Ethics</td>
<td>12-11-2018 t/m 03-022019</td>
<td>Intake Inclusion</td>
<td>Bald de Vries</td>
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<tr>
<td>5</td>
<td>THIS COURSE IS FULL!</td>
<td>Industrial Organisation and Competition Policy</td>
<td>12-11-2018 t/m 03-022019</td>
<td>Good analytical reasoning and knowledge in elementary calculus and some background in Microeconomics</td>
<td>Sarah Rezaei khavas</td>
<td>2</td>
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**Faculty of Law, Economics and Governance (UU)**

**Faculty Geosciences**

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<tr>
<td>1</td>
<td>GEO4-1426</td>
<td>Kinetic Processes</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Background in Science, in particular in Maths</td>
<td>Thilo Behrends</td>
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<tr>
<td>2</td>
<td>THIS COURSE IS FULL!</td>
<td>Science, Technology and Society</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Intake Inclusion</td>
<td>Koen Beumer</td>
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<tr>
<td>3</td>
<td>GEO2-3502</td>
<td>Development Geography: Theory &amp; Practice</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Intake Inclusion</td>
<td>Guus Westen</td>
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<tr>
<td>4</td>
<td>GEO2-2142</td>
<td>Philosophy of Science and Ethics</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Intake Inclusion</td>
<td>Floris van den Berg</td>
<td>2</td>
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<td>5</td>
<td>THIS COURSE IS FULL!</td>
<td>Global Climate Change</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Has entry requirement GEO1-2202 or Geo1-2411 or a similar course. Thus, evaluation of background and prior coursework.</td>
<td>Karin Rebel</td>
<td>1</td>
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<tr>
<td>6</td>
<td>THIS COURSE IS FULL!</td>
<td>Coastal Morphodynamics</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Background in earth sciences, physics and maths is a necessity</td>
<td>Gerben Ruessink</td>
<td>2</td>
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<td>7</td>
<td>GEO3-2223</td>
<td>Energy Analysis</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Prior knowledge of physics and thermodynamics.</td>
<td>Vinzenz Koning</td>
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<tr>
<td>8</td>
<td>ME1V18003</td>
<td>Research Methods Media and Culture Studies</td>
<td>12-11-2018 t/m 25-01-2019</td>
<td>Intake inclusion</td>
<td>Anne Kustritz</td>
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<tr>
<td>1</td>
<td>EN2V17001</td>
<td>From Bede to Bard: English Literature 4491649</td>
<td>12-11-2018 t/m 25-012019</td>
<td>Fluent English and interest in older literature</td>
<td>Paul Franssen</td>
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<tr>
<td>3</td>
<td>CI3V18101</td>
<td>Social Media in Context</td>
<td>12-11-2018 t/m 25-012019</td>
<td>Intake Inclusion</td>
<td>Karin van Es</td>
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<tr>
<td>4</td>
<td>THIS COURSE IS FULL!</td>
<td>The Middle East after 1945: Regional and</td>
<td>12-11-2018 t/m 25-012019</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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<tr>
<td>5</td>
<td>GE3V14003</td>
<td>International Guest Course: Vermeer and Dutch Painting</td>
<td>12-11-2018 t/m 25-012019</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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<tr>
<td>6</td>
<td>THIS COURSE IS FULL!</td>
<td>Travelling around the World with Seven Multinationals</td>
<td>12-11-2018 t/m 25-012019</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
<td>2</td>
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<tr>
<td>1</td>
<td>GE3V17053</td>
<td>Imagining Europe: American Constructions of the Old World, 1776 – present</td>
<td>12-11-2018 t/m 25-012019</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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<td>8</td>
<td>VR3V14005</td>
<td>Politics of Representation: Gender and Ethnicity in Contemporary Cultural Practice</td>
<td>12-11-2018 t/m 25-012019</td>
<td>Intake Inclusion</td>
<td>Koen Leurs</td>
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<td>9</td>
<td>VR3V12004</td>
<td>Postcolonial Configurations: Gender, Race and Culture</td>
<td>12-11-2018 t/m 25-012019</td>
<td>Intake Inclusion</td>
<td>Koen Leurs</td>
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<tr>
<td>10</td>
<td>KI3V12014</td>
<td>Semantics</td>
<td>12-11-2018 t/m 25-012019</td>
<td>Should have finished one year of maths or two years of computer science/physics/engineering</td>
<td>Yoad Winter</td>
<td>2</td>
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<tr>
<td>11</td>
<td>MCMV16029</td>
<td>Postcolonial Transitions and Transnational Justice</td>
<td>12-11-2018 t/m 25-012019</td>
<td>Master. Intake Inclusion</td>
<td>Gianmaria Colpani</td>
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<tr>
<td>12</td>
<td>MCMV16028</td>
<td>Somatechnics: Bodies and Power in a Digital Age</td>
<td>12-11-2018 t/m 25-012019</td>
<td>Master. Intake Inclusion</td>
<td>Domitilla Olivieri</td>
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</table>
### Content:

Youth, youth culture and youth policy are at the core of the social sciences. Various perspectives and concepts are used: generation, counterculture, youth culture or subculture, and from a more psychology-oriented perspective: adolescence, identity and group behaviour. Behind these concepts lay views on the nature of the young, the relation between youth and the older generation, and the place of youth in society. The differences that exist between (and within!) these views can be reduced to different disciplinary traditions, philosophical and epistemological approaches and analytical levels. So, the generation theory of Karl
Mannheim mainly seeks an explanation for the culture-innovating powers of youth, while the youth culture approach of Parsons and Eisenstadt accentuates more the role of youth in the continuity of society. Subcultural theory in turn emphasizes the importance of class, power and resistance. These and other approaches can be placed not only in an epistemological tradition, but can also be reduced to the questions that were asked in the society in which the authors lived. But they are not only historically interesting. Theories and models are still used and discussed nowadays to help understand recent youth phenomena or cultures. For this reason, in this course an exploration is conducted with students into various theories that help provide an answer to the uniqueness of the youth phase, the emergence of youth cultures, the differences between youth cultures and subcultures, the changing of generations and, more generally, the role and position of youth in society, also looking as much as possible into differences between various societal types.

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

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<tr>
<td>2</td>
<td>201400040</td>
<td>Religion, Media and Popular Culture</td>
<td>12-11-2018 t/m</td>
<td>Intake Inclusion</td>
<td>Martijn Oosterbaan</td>
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<td>01-02-2019</td>
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Course goals:

- Refined understanding to religious processes and their effects.
- Insight into the genesis of the modern category of religion.
- Insight into how modern media are part of religious mobilization and revival.
- Insight into the relations between religion, power and knowledge.
- Insight into the way in which religious, cultural and political processes interact.
- Insight into the processes that define religious group boundaries.
- Refined understanding of the relation between religion and globalization.
For a long time, social science scholars understood religion as a phenomenon that was successfully relegated to the private spheres of life. Modern thinkers envisioned secularization as a gradual but progressive process, which guaranteed the boundaries between religion, politics, science and the economy. However, contrary to these expectations, religion never ceased to be of importance beyond the private spheres; not in the so-called West and not in the rest of our globalized world. Whereas much of the so called ‘return of religion’ is framed in reactionary terms – think of news broadcast about fundamentalist groups, for example – religion shows itself in a variety of other contexts and processes. People do not necessarily turn to religion to resist the forces of globalization, but also in search of ways to become part of global networks, communities and processes. This pursuit is facilitated by crossfertilizations between religion, media, entertainment and popular culture. For example: in 2015, in the Netherlands, 3.6 million viewers watched the live television broadcast of ‘The Passion’, in which famous Dutch pop-singers replayed the crucifixion of Christ in the heart of the city of Enschede. In 2013, in Rio de Janeiro, Pope Francis lead a night vigil on Copacabana beach that resembled first and foremost a contemporary pop concert, attended by 3 million people and streamed via the internet around the world. This course offers students the tools to understand these phenomena in the context of processes generally described as globalization. The course will focus on the formations of contemporary religious communities in various parts of the world, so as to inform students of the differences between several religious traditions, the socio-political contexts in which they thrive and the various means through which these religions are channeled to their audiences and adherents. The focus on media and ‘popular culture’ signals the course’s aim to include in anthropological understandings of religion some of the important insights that come from the field of cultural studies. These insights can be summarized here as the need to include in anthropological understandings of contemporary societies, the effects that film, music, radio, social media and so forth have in the shaping of power relations between groups of people.

Course goals:

1. Analyzing different theoretical frameworks in relation to the use of digital media sources used by adolescents.
2. Evaluate and contrast different recent trends in digital media use of adolescents and relate it to empirical findings.
3. Critically analyze the influence of digital media sources on adolescents' behaviour.
4. Contrasting different research designs that are used in media studies.
5. Translating scientific findings into a (policy) advice and writing a well-founded argumentation
Digital media have an increasingly important role in the lives of adolescents; digital media are an essential element of the social environment in which adolescents grow up. Adolescents are key persons in the field of trends in digital media use; they play an important role in the popularity of different digital media sources. Adolescents give meaning to youth culture and youth lifestyle by the use of digital media and the development of adolescents can be better understood when considering the influence of digital media. In this course the use of different media sources, (1) gaming and online video’s, (2) social media, and (3) music, are discussed in relation to adolescents’ development. In this course, central themes of adolescent development are psychological wellbeing (e.g. life satisfaction, happiness, behavioural problems), social relationships (e.g. parents, peers), identity, emotion and motivation (e.g. reasons for use, habits). This course will evaluate the position of digital media in youth lifestyle and youth culture, and will reflect on the influence digital media has on the development of adolescents. In this course there will be a strong emphasize on writing skills; students will receive individual feedback and during the course students have the possibility to ask for feedback and assistance in writing the paper/essay by signing up for the consultation hours.

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<tr>
<td>4</td>
<td>200500126</td>
<td>Conducting a Survey</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Prerequisite: SPSS, Multivariate Analysis, Writing in English</td>
<td>Vera Toepoel</td>
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Course goals:
In this course students get acquainted with different scientific theories of self-report and they will learn how to conduct their own survey, from the first stage of writing and testing the questions, via organizing the questionnaire, to sampling, coding, screening the data, analyzing the data, and writing about survey results. This course will make students better equipped for jobs as a junior researcher on (middle) large research organizations and research departments of large companies.

Content:
In nine weeks you will learn the basics of conducting your own survey. During every meeting we will treat a different aspect of survey research. The order of the meetings will be parallel to the order in which a survey is developed and conducted. The weekly lectures will cover the theoretical and statistical backgrounds of surveys. During the workshop meetings you will
work on your own questionnaires, provide feedback to other students and analyze your own survey data in small groups. Topics that are discussed are amongst others: the specification of research questions, questionnaire design, cognitive laboratory, designing a sampling frame, non-response, survey modes, and dealing with incomplete data.

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<tr>
<td>5</td>
<td>201600411</td>
<td>Policy and Evaluation</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>This course requires field research in the Netherlands. Those who do not speak Dutch will instead carry out desk research.</td>
<td>Joram Pach</td>
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Course goals: By the end of this course students will be able to:

- Distinguish between major strands in evaluation research;
- Develop a practice oriented research, based on a question posed by an external commissioner;
- Reconstruct, interpret and ultimately evaluate concrete policies (programs) using so-called Realistic Evaluation principles;
- Apply knowledge of sociological theories relevant to the topic of the research;
- Apply qualitative research methods, such as open ended interviews and the subsequent analysis of qualitative data;
- Formulate coherent policy recommendations based on supporting evidence.
Content:
Within the PTOB scheme, the course in the first place relates to policy. However, you also develop skills in doing (qualitative) research to study policy. Hereby, we stress the importance of theory. Of course, policy is connected to social problems, but the focus in the research is on policies, rather than on problems as such.

In modern bureaucracies, an enormous and continuous stream of policy is being made. In order to judge the effectiveness of these policies, we need evaluation.

In this course, students will learn to do this, focusing on public policy at the local level. The course consists of two parallel parts. On the one hand, students will become familiar with the most important theoretical perspectives, concepts and tools of sociological evaluation research. On the other hand, student will put in practice what they learned in the first part, by doing an evaluation research for a municipality or another real commissioner. In this research, students will study policy documents, scientific literature and collect their own data, using qualitative interviews a well as surveys. This research results in a policy advice that will be presented to the commissioner.

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<tr>
<td>6</td>
<td>200600048</td>
<td>Psychosocial Development and Problems</td>
<td>03-09-2018 t/m 09-11-2018</td>
<td>Some background knowledge about child development and family relationships. If not, suitable solution and formulate some personal learning goals, together with the student.</td>
<td>Kirsten Buist</td>
<td>2</td>
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Course goals:
Upon finishing this course, the student will have:
- advanced knowledge and insight into the family as a system of relationships and its importance for the development of children and adolescents;
- advanced knowledge and insights into resilience and its importance for the development of children and adolescents;
- advanced knowledge and insights into the development of aggression;
- insights into the interconnectedness between normal and problematic development of children and adolescents;
- learned how to integrate and critically evaluate empirical studies regarding a research question linked to one of the course themes by writing an individual scientific paper.

Content:
In this course we will study child and adolescent development, in the context of their social relationships (in particular within the family and peer group). The relationship between normal and problematic development is an important focal point. The course Psychosocial development and problems builds upon the knowledge gained in the Pedagogiek bachelor courses Opvoeding en ontwikkeling II (childrearing and development) and Emotional &behavioral disturbances. Students from other departments or universities must verify using the general criteria mentioned that they possess the prerequisite prior knowledge to successfully follow our course. A number of subjects will be explored in an advanced manner, e.g. The family system, and Aggression. Additional subjects may be announced later. These subjects will be taught in lectures. For this purpose, recent review and empirical articles must be studied. In addition, each student will choose one of these subjects to write an individual paper about. The written exam questions will be in English, students may answer in English or Dutch. The paper will be written in English for Dutch students (unless they prefer to write in Dutch) and in English for international students.

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<tr>
<td>1</td>
<td>B-B3COMB10</td>
<td>Computational Biology</td>
<td>12/11/2018 to 01/02/2019</td>
<td>background both in Biology (Cell biology, evolutionary biology ecology) as well in mathematical modeling (ODE) models and basic computational skills ➔ apply in person</td>
<td>Paulien Hogeweg</td>
<td>2</td>
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Content:
The models that are studied address fundamental questions from a variety of biological fields, among which:
- Evolutionary dynamics
  - eco-evolutionary dynamics and spatial pattern formation,
  - host-pathogen co-evolution,
  - genome evolution, e.g. interaction between gene regulation and evolution, evolution of complexity, robustness and evolvability.
- Developmental dynamics (from genes to organisms) (plant and animal models will be used):
  - pattern formation,
  - cell differentiation,
- morphogenesis and mechanical interactions between cells, - EVO-DEVO (evolution of development), - gene regulation and metabolic networks, - RNA interference.

- Behaviour
  - behavioral self-structuring through local interactions, - interface between learning and evolution.

(Spatial) pattern formation and emergent properties are common themes emphasised in all these areas and the related general theory is introduced as a separate module. A number of different model formalisms are used, namely:
  - non-linear differential/difference equations (ODE and MAPs),
  - reaction diffusion systems (PDE),
  - cellular automata machines,
  - event based models,
  - individually oriented models, – evolutionary computation hybrid models using several combinations of the above formalisms.

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<tr>
<td>2</td>
<td>NS-350B</td>
<td>Advanced Mechanics</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Good grasp of basic physics, maths and mechanics (advanced course)</td>
<td>Gerhard Blab</td>
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Course goals

1. Advanced Classical Mechanics, Kinematics and Point masses
   a. The student can apply Newton’s laws, the conservation laws and Kepler’s laws on complex translating and/or rotating mechanical systems, including the movements of planets and satellites, as well as simple, harmonic or damped oscillations of connected systems.
   b. The student is able to apply Newton’s laws in a non-inertial frame of reference, including a derivation of the origin of fictitious forces.
   c. The student is familiar with the (im)possibilities of classical mechanics, and recognizes its concepts in quantum mechanics as well as in relativistic mechanics.

2. Langrange-Hamilton Formalism
   a. The student can apply the Langrange-Hamilton Formalism on complex systems, including derivation of the formalism from the principle of stationary action, as well as finding the equations of motion using the Langrangian or Hamiltonian function with appropriately chosen generalized coordinates.
   b. The student is familiar with Noether’s theorem and its implications in the Langrange-Hamilton formalism.
   c. The student is familiar with the method of Langrange multipliers and equality constraints, as well as the possible application of the Langrange formalism in an electromagnetic or relativistic context.
   d. The student is able to recognize and describe chaotic behavior in a system.
   e. The student is familiar with the concept of phase space, Liouville's theorem, as well as the possible application of the Hamilton formalism in a quantum-mechanical context.
3. Kinematics and Dynamics of Rigid Bodies and Continuum
   a. The student is able to calculate the moment of inertia of a rigid body, find the principal axes of inertia, and describe the movement (precession, nutation) with and without the influence of a second body, e.g. a composite system.
   b. The student is familiar with 3-dimensional rotations using the Euler equations and the concept of Euler angles.
   c. The student is familiar with the description of the kinematics and mechanics of a continuum (e.g. shear, bulk, and elastic modulus, stress tensor, transversal and longitudinal waves).

Content:
The ability to recognize the (mathematical) structure of problems in the field of classical mechanics is the central focus of ‘Advanced Mechanics’. The goal of this course (NS-350B) is to train the student in problem solving by using the Langrange-Hamilton formalism. This course continues where ‘Relativistic and Classical Mechanics’ (course NS-106B) ends. It also builds on acquired knowledge during NS-265B: ‘Fluid Mechanics and Dynamics’, and is required as background knowledge for ‘Classical Field Theory’ (course:NS-364B).

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<tr>
<td>3</td>
<td>FA-CPS102</td>
<td>Behaviour of the Drug in the Human Body</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Intake Inclusion</td>
<td>Marianne Verdel</td>
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Contents:
A lot of people are taken drug products regularly to decrease the symptoms of their diseases. Even in some cases drug products are used to cure a disease (e.g. bacterial infection). Most drug products are taken orally. Once liberated from the drug formulation, the active compound enters the blood circulation with subsequently distribution throughout the whole body. This will eventually lead to an effect in the body (e.g. decrease in inflammation). Since active compounds are exogenous the body will try to eliminate the compounds via different routes. In this course you will learn about the basic concepts of what the drug can do to the body and what the body can do to a drug. Furthermore, you will learn basic laboratory skills which you can apply in your project. In addition, you will be introduced into designing and performing experiments.

Course Aims:
After this course you will be able to:
1. describe the basic concepts of the organs (lungs, cardiovascular system, liver, kidneys, intestine, nervous system and immune system)
2. describe and explain the formulation of drugs products, with special attention to the tablet
3. analyse tablets by using European guidelines for tablets
4. perform basic pharmacokinetic calculations
5. describe and explain how drugs are eliminated from the body
6. describe and explain the general concepts of where and how neurological and immunological drugs act
7. execute basic laboratory skills
8. design and perform laboratory experiments
9. write a drug file and review the reports of other students
10. develop a research poster

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<tr>
<td>1</td>
<td>USG2051</td>
<td>Comparative analysis of political institutions</td>
<td>12/11/2018 to 03/02/2019</td>
<td>Intake Inclusion</td>
<td>Gijs Jan Brandsma</td>
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Course goals:

After completing this course, the student has acquired knowledge of and insight in the international and institutional contexts of policy making as well as of comparative political science, in particular with respect to:

- the workings of the main political and administrative institutions in the Netherlands, the EU’s member states and the United States of America. She/he can identify how those institutions as well as their workings differ between those countries, as well as how the workings of different political institutions affect one another within political systems;
- the workings of the main institutions of the European Union. She/he can identify how the workings of those institutions differ from those of national political institutions, and how the workings of those EU institutions affect one another.

In addition, the student is capable of:

- executing a short comparative study on the workings of political or administrative institutions and reporting on this in a research paper;
- participating actively in class discussions in English with student with different national and cultural backgrounds, the student will develop skills in critical reflection on their own values and action in relation to others with backgrounds different form their own in both a national and international perspective.
How can a political party in the UK win an election by only 35% of the vote? Why does the US president wield much power whilst the German president hardly has any? And how different is politics in central and eastern Europe from the west? You will find the answers to these and many similar questions through comparative analysis of political institutions.

This course offers a first introduction to the workings of institutions such as governments, parliaments, electoral systems, constitutional courts, sub-national administration. It will address their structure and their internal workings, as well as how their workings are influenced by other political institutions, interest groups and the media. We will compare the workings of various institutions between political systems, but we will also address the interplay of different institutions within the same political system. In this course, we will focus on various EU member states (including the Netherlands), the USA, and the EU.

In class, we will discuss the literature through questions and exercises, and we will address the advantages and disadvantages of having specific political institutions, such as: one or two legislative chambers, presidential or parliamentary government. We will also pay specific attention to comparative case methodology which helps you to carry out a small comparative research project of your own.

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<td>2</td>
<td>EC1PMA</td>
<td>Principles of Macroeconomics</td>
<td>12-11-2018 t/m 03-02-2019</td>
<td>Intake Inclusion</td>
<td>Frank van der Salm</td>
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Macroeconomics studies the economy at the national level. In the first week a tour of main macroeconomic issues in three areas (Europe, USA, Asia) sets the stage for the discussion of the major macroeconomic concepts like aggregate demand and supply, nominal and real GDP, inflation, economic growth, unemployment, monetary policy and interest rates. To understand the complex interactions among these variables in the short, medium and long run macroeconomists use models. A model is an abstraction, a mathematical representation of reality that focuses on the aspects under investigation, while ignoring or rather postponing the study of possibly very relevant and interesting real world complications. Macroeconomics, by the fact that it studies large and complex systems, sometimes takes the art of abstraction to its extreme. Still the models capture the main mechanisms and can be confronted with parts of reality. That is the principle of macroeconomic research and on that principle this course is built.

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

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

- Think in terms of abstract models when discussing questions about the national and international economy;
- Describe and explain the interactions between the goods, money and labor market, the functioning of the economy in the short and medium run, the relations between employment, inflation and output and the options for fiscal and monetary policy;
- Describe and explain the factors of growth and the way in which they shape the long-run prospects of the economy;
- Take a well-reasoned position regarding macroeconomic problems in general and in matters relating to economic policy in particular.

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<td>3</td>
<td>RGBUIER013</td>
<td>Regulating Big Tech</td>
<td>12-11-2018 t/m</td>
<td>Intake Inclusion</td>
<td>Stefan Kulk</td>
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Content:

The course Regulating Big Tech deals with the regulation of big technology corporations, such as the famous internet companies Google and Facebook. This course takes big tech companies as a central point, and explores the difficulties with regulating these kinds of companies from different perspectives. These perspectives include, amongst others (note that this list is nonexhaustive and might be altered to better connect to current events):

- Competition law (and abuse of a dominant position)
- Privacy
- Relationship between market and state and the power of data
- Interplay with fundamental principles underlying democracy
- Protection of fundamental rights
- Intellectual Property

Academic context:

The course Regulating Big Tech is a course in the field of Public Economic Law, which means that it deals with questions of law, but has a connection to economics (concepts of efficiency
and innovation) and governance (democratic deficit, distribution of welfare and global justice) as well. These connections are reflected in the ‘perspectives’ that are central to this course and which are used to look at the problem of big technology in a variety of ways. Because the course does not just deal with public law, but with questions of contract law and intellectual property as well, the course has a strong multidimensional character. Apart from that, the course has a clear international focus due to the subject matter and the playing field on which these corporations operate.

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<tr>
<td>4</td>
<td>RGBUSBR013</td>
<td>Legal Ethics</td>
<td>12-11-2018 t/m 03-022019</td>
<td>Intake Inclusion</td>
<td>Bald de Vries</td>
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Course goals:

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

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

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

Content:

If we assume that law seeks to do justice, solutions to ethical dilemmas and problems are founded in theories of justice (rather than jurisprudence). These theories serve as linchpins to the answer: “what is the right thing to do?” (in any given situation and either as a judge, a lawyer or, just as a person, a citizen or parent, teacher or friend, etc.). Thinking about law and justice in a theoretical way sharpens the mind. It opens up the insight that justice is not merely subjective - a matter of opinion. Rather, we discover through theory that justice is complex and can be objectified, thought out, abstracted from opinion, doubted, rejected or defended. Immersing ourselves in theory also allows for a reflexive attitude: becoming critical upon one’s own value system, exposing our presumptions and biases that we hold, allowing to achieve better judgement when we have to decide upon matters that impact upon others. (To be sure: we will all be in positions of responsibility in which our decisions affect others.) In this course, we explore theories of justice. We do not do this by reading the original texts of justice theorists but rather by engaging in a discussion with one of the most rewarding authors on how to interpret and understand theories of justice: Michael J. Sandel. In his *Justice. What is the Right Thing to Do?* he introduces us to a selective number of theories of justice, from classical to modern and contemporary thinkers. By means of timeless questions – such as: “is it always wrong to lie? Are markets fair? Can killing be (sometimes) justified?” – he introduces theories of justice through which we may understand better contested issues such as abortion, equal rights, euthanasia, fair distribution and all kinds of everyday ethical dilemmas.

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<tr>
<td>5</td>
<td>THIS COURSE IS FULL!</td>
<td>Industrial Organisation and Competition Policy</td>
<td>12-11-2018 t/m 03-022019</td>
<td>Good analytical reasoning and knowledge in elementary calculus and some background in Microeconomics</td>
<td>Sarah Rezaei khavas</td>
<td>2</td>
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Content

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

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

We develop and study game-theoretic models of price formation, mergers, advertising campaigns, product differentiation, and R&D, which give insight into questions such as:

- Which market conditions facilitate collusion and price fixing agreements? And what can regulators do about that?
- Why do firms cooperate in R&D? When is R&D collaboration socially desirable?
- Why do firms differentiate their products? What is the socially optimal degree of product differentiation?
- Why does one firm spend money on advertising while its competitor does not?

**Learning objectives:**

- Analyse strategic interaction among firms under various market conditions;
- Apply backward induction when analysing game-theoretic models, describe strategies and determine equilibria in games of complete and incomplete information;
- Identify various problems of oligopolistic markets regarding the incentives of firms to innovate, deliver product quality, collude on price fixing agreements, and opportunistically prevent entry of new rivals.

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<tr>
<td>1</td>
<td>EN2V17001</td>
<td>From Bede to Bard: English Literature 4491649</td>
<td>12-112018 t/m 25-01-2019</td>
<td>Fluent English and interest in older literature</td>
<td>Paul Franssen</td>
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**Course Goals:**

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

**Course Content:**

Overview of English literature from the early Middle Ages (449) to the death of Charles I (1649), within the context of a range of socio-cultural, historical and intellectual developments. A selection of Medieval texts such as "Beowulf", and "Sir Gawain and the Green Knight", as well as texts by Shakespeare, Philip Sidney, Christopher Marlowe, John Donne, Ben Jonson and others will be read. The texts will be discussed in relation to their immediate contexts and, in this way, a picture will be created of their complex interconnection.
Course Goals:

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

Course Content:

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

In this second course of the specialization Digital Communication students study online platforms, and learn to critically analyze the technological, economic and socio-cultural infrastructure that underlie the typical linguistic and audiovisual patterns of online expressions.

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<td>3</td>
<td>GE2V17014</td>
<td>The Middle East after 1945: Regional and International Politics</td>
<td>12-112018 t/m 25-01-2019</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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**Course Content:**

Exchange students who are required to return to their home university before January, are allowed to choose an Early Exit option for this course. The Early Exit option means that students can finish the course before Christmas break, receiving 5 ECTS for the course. Students must make arrangements with the course coordinator at the start of the course.

This course analyses major issues in the contemporary history of the Middle East, from the late 1940s through to the 2011 Arab uprisings and the later rise of the so-called 'Islamic State'. Does it make sense to use the state as our main unit of analysis when studying the region? What links together Israel and its alleged arch-enemies in the Gulf? What do we talk about when we speak of ‘totalitarianism’ in the Middle East? In this course, we will look at the history and politics of the Middle East after 1945. We will focus on key political developments that shaped the history of the region, including the rise of political Islam, the onset and global reverberations of the Arab-Israeli and Israeli-Palestinian conflict, and the unintended consequences of Western interventions in the region.
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<tr>
<td>4</td>
<td>GE3V14003</td>
<td>International Guest Course: Vermeer and Dutch Painting</td>
<td>12-112018 t/m 25-01-2019</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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Course Content:

**Guest Lecturer block 2:**
Elizabeth Honig, professor in European Art (1400-1700) is our guest lecturer. Please note: a restricted number of places is available. *Enrollment takes place through a Selection Committee, which means you can only register for the courses and the minor within the first week of the course registration period of the first semester. The Selection Committee decides whether or not you can enroll.*

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

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

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<tr>
<td>5</td>
<td>GE2V14003</td>
<td>Travelling around the World with Seven Multinationals</td>
<td>12-112018 t/m 25-01-2019</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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**Course Content:**

Insights in the creation and functioning of multinational undertakings from an organizations historical perspective. Not more information available.
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<td>6</td>
<td>GE3V17053</td>
<td>Imagining Europe: American Constructions of the Old World, 1776 – present</td>
<td>12-112018 t/m 25-01-2019</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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Course Goals:

This course will employ an interdisciplinary approach to study of collective images as they figure in cultural expressions such as intellectual discourse, political rhetoric, the popular press, the literary and visual arts, and popular culture.

Overview of the most important developments and changes in the American perceptions of Europe, 1776-present

Ability to place perceptions of Europe in the American intellectual and political tradition

Ability to use appropriate academic concepts such as national identity, cultural nationalism, cultural transfer and othering

The ability to analyze and understand cultural texts in their historical context

Course Content:

This course examines how images of the “Old World” were constructed in the United States to define the nation in contrast with the political and cultural traditions of Europe. The tension between the American ideal of exceptionalism and adherence to an essentialist “Europeanism” continues to affect transatlantic relations. Students examine how these contrasting collective images were transformed during the twentieth century as the United States became a global power that influenced Europe. Examples of questions that will be analyzed are: Which images of Europe have dominated American public discourse? How did
the geopolitical, political and economic changes during the American Century affect the way Americans repositioned themselves towards the Old World? After studying the literature, students will explore one case study in a small research project.

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<tr>
<td>7</td>
<td>VR3V14005</td>
<td>Politics of Representation: Gender and Ethnicity in Contemporary Cultural Practice</td>
<td>12-112018 t/m 25-01-2019</td>
<td>Intake Inclusion</td>
<td>Koen Leurs</td>
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Course Goals:

- Students become acquainted with and learn to practice a new, critical way of looking at cultural practices.
- Students know the main themes, theories and methods as employed in Women's and Gender Studies in the Humanities and learn the historical development of intersectional theory.
- Students know how to make an academic (poster) presentation pertaining to above issues.

Course Content:

The aim of this interdisciplinary course is to develop and practice a critical way of looking at contemporary cultural practices. In these practices of production, dissemination and reception, masculinity and femininity are permanently (re)constructed, just as are concepts of class, race, ethnicity, and geopolitical location. We will be studying cultural practices in various manifestations: popular culture (e.g. soaps, advertising, music icons) but also the cultural logic underlying art practice and visual ethnographic research. In all these sites old and new identities are being contested and reconstructed. The interaction between text and image will be main point of focus.
Course Goals:

1. Understanding the place of writers, artists and filmmakers in postcolonial theory and criticism
2. Analysis of the intersections between the “postcolonial” and the social vectors of gender, race, ethnicity (and, to a large extent, class) in a wide range of artistic styles, genres and movements.
3. Development of a sense of an alternative to the postcolonial canon by way of engagement with postcolonial popular culture and its publics.
4. Understanding how one text, approach, or debate relates to another within the field of postcolonial studies.

Course Content:

The course outlines recent development in cultural critique by forwarding a postcolonial approach through which cultural encounters and cultural products are critically analysed. It refers to the way language, nation, identity and ideals of culture are constructed and how they have shifted from colonial, to postcolonial global realities.

Questions of medium specificity, genre, canon and traditions are addressed through a close analysis of several cultural products, in particular cinema but also in literature and other media, by focusing on how categories of gender, race, and ethnicity intersect and operate for the construction of processes of in and exclusion. Questions of power, representations and disciplinarity are addressed through the analysis of texts, images and film that contest, trespass and rearticulate fixed national boundaries and monolithic identities and convey cosmopolitan values and diasporic affinity networks. Specific case studies of postcolonial films, short stories and art products will be addressed with the scope of deploying new methodological instruments for studying new configurations of gender, race and culture.
Course Goals:

1. Mastering logical techniques in formal semantics (types, lambdas, intensions).
2. Learning to describe semantic phenomena in natural language using these techniques.
3. Learning about problems, theories and applications in formal semantics by studying relevant literature.
4. Learning about problems, theories and applications in computational semantics and/or experimental semantics and pragmatics.

Course Content:

What are the relations between mathematical logic and meanings in natural language? Can the semantics of natural languages be described in mathematical-logical means? What sort of linguistic phenomena are most amenable to logical treatment? How expressible should such logics be, and how can they be defined? Can logical treatments of natural language meaning help computers to understand it? What is the experimental support for semantic theory? This course will give an intensive introduction to the study of these questions in contemporary theoretical, computational and experimental linguistics. We will start from basic notions in formal semantics: entailment, ambiguity, compositionality, direct model-theoretic interpretation, types and model structure, boolean operators and generalized quantifiers. Motivations and examples will draw on recent research of coordination, quantifier scope and intensionality. A selection of diverse semantic problems involving plural expressions, spatial expressions, lexical meaning and pragmatics will be discussed. Part of the course will cover on-going work on the computation of meaning for natural language. We will learn about applications of formal semantics for reasoning using natural language, for the representation of ambiguity, and for translation from English to the Haskell programming language. We will cover on-going experimental work in experimental semantics and pragmatics, and show how it is related to the logical topics of this course. For literature see the list of materials (“materialen”). The course will also draw on articles that will be distributed to the students.
Course Goals:

A) apply postcolonial and gender theory to past and present events of conflict, violence and reconciliation in different geopolitical locations.
B) work with interdisciplinary methods that combine gender studies, postcolonial theory, conflict studies, legal theory, literary studies, media theory and visual analysis.
C) develop critical thinking for the analysis of complex political and societal transitions, addressing definitions of violence, human rights and peace.
D) bring academic knowledge to the professional field in the social, political and cultural sector.

Course Content:

The course addresses the historical, cultural, political and ethical questions that societies face during political transitions, which means after a period of conflict and war or passage from authoritarian or totalitarian to democratic rule. The course focuses on how countries around the world have dealt with legacies of oppressions and implemented a transitional process that leads to peace resolutions, justice and reconciliation.

It will do so by accounting for the contact zones created by gender studies and postcolonial studies. These disciplines all build up expertise around thinking about transitional processes and new forms of justice. Postcolonial transitions emerge as a consequence of (neo)colonial and human rights violation. Gender studies are at the forefront of these debates by contesting the position of women in conflict ridden societies. Postcolonial transitions take place both through material and discursive practices that account for colonial and totalitarian legacies within global dynamics. We will study these articulations through the analyses of historical events, legal entanglements and political and ethical problems through the close reading of novels, films, art, music and other cultural forms that convey transitions and innovation.
Course Goals:

A) critically investigate and creatively engage with the social implications of new media and new (digital) technology for discussions about subjectivity and identities in contemporary global contexts;
B) present theoretical and practical knowledge for technological literacy in a digital era;
C) analyse case studies from an interdisciplinary methodological perspective in gender studies and media studies;
D) bring academic knowledge to the professional field in the social, political and cultural sector.

Course Content:

This course explores in both creative and critical ways the ‘hype’ that still surrounds the new technological and digital cultures we are living in today. Somatechnics - combining in one word the constitutive interaction of bodies (soma) and technologies (techne) - explores how ever changing technologies affect our daily experience and understanding of questions of subjectivity and identity, of bodies and power. The course investigates how technologies continuously change our relationship to our bodies. This course approaches the processes of identification and subjectivization across a number of social and cultural practices, such as bodily appearances and sexualities, medical practices and popular scientific knowledge productions, the distinction between the virtual and the real, and visual cultures. The course explores how contemporary techno-theoretical frameworks can help us understand our manifold experiences in a globalized world. The course will provide interdisciplinary approaches (Gender Studies, Media Studies, Cultural Studies, STS, Science Fiction) and it will raise issues of representation and agency in the new digital era.

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<tr>
<td>1</td>
<td>GEO4-1426</td>
<td>Kinetic Processes</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Background in Science, in particular in Maths</td>
<td>Thilo Behrends</td>
<td>2</td>
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Course Goals:

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

Course Content:

1. Rates of geochemical reactions. Rate equations, reaction mechanisms, elementary reactions, order of reactions, steady state, Arrhenius equation, principle of detailed balancing, Michaelis-Menten kinetics, heterogeneous kinetics.
2. Theory of chemical kinetics: Collision theory, diffusion controlled reactions in solution, transition state theory, non-equilibrium thermodynamics, kinetic processes under non-hydrostatic conditions.

Most of the examples discussed in the course are biogeochemical processes in aquatic environments. As part of the course, the students have to study independently chapters from the textbook Geochemical Kinetics by Y. Zhang. Students have to solve problems in the book and their solutions will be graded.

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<tr>
<td>2</td>
<td>GEO2-2274</td>
<td>Science, Technology and Society</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Intake Inclusion</td>
<td>Koen Beumer</td>
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Course Goals:

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

Course Content:

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

By drawing on the field of Science and Technology Studies (STS), students will learn to critically reflect on the relation between science, technology, and society. The students will learn a range of theoretical frameworks for understanding the relation between science, technology, and society, such as ‘large technological systems’, ‘actor-network theory’, and ‘social construction of technology’. And the students will learn to apply these frameworks to different controversial innovations.
• the diverse and plural nature of development thinking and practice and the continuous changes in both;
• the basic components of development issues and the complex and multifaceted interconnections between them;
• what sustainable and equitable development means in relation to specific places and people;
• and are able to analyze and compare the development process of different countries from a sustainability and equity perspective and to present the findings in written reports, following a logical sequence of: data collection and analysis, explanation of patterns observed, and design of strategic policy advice.

Course Content:

Starting point of this course is the gap between the poorer and richer parts of the world. Throughout the course we analyze the unequal patterns of development and change at various levels of scale, and study the processes behind these changes. Are conditions improving or worsening and what efforts are being taken to improve the livelihood of the people in urban and rural regions of the poor countries? Although the issue of sustainable and equitable development is an interdisciplinary field of study and in this course attention is given to several points of view, the geography of development focuses particularly on the complex relationships between people, environment, resources, institutions and communities. Those constantly changing relationships are in their turn determined by movements and flows of people, commodities, finance, ideas and information. We will consider the results of the processes of change at a variety of scales, ranging from the micro-level (individual and household), through the local community level to the regional, national, international and ultimately global level. The course uses lectures and a handbook to review the thinking on development and the different approaches to promote development, equity and sustainability. Geographical dimensions receive ample attention. In a practical assignment, students learn to make a comparative analysis of the development performance of selected countries. In this assignment they collect and analyze statistical materials, review literature in order to explain findings, and translate findings into key policy advice.

Course Goals:
• reflect upon science and the scientific method;
• reflect upon moral problems in relation to (environmental) science;
• write an article for a general audience on environmental issues, using philosophical tools & knowledge

Course Content:

When analyzing an elephant with only a microscope, you won’t easily grasp the big picture. That is the risk of scientific specialization. This course is about zooming out, looking for the big picture, and reflecting on the relations between science and ethics:

1. Firstly we will analyze the scientific method. How does science work? What is the difference between scientific and pseudo-scientific knowledge claims? (Philosophy of science).
2. Secondly, we will reflect on the moral question ‘How are we to live?’, and the political philosophical question ‘What is a just society?’ (Ethics, political philosophy)
3. Thirdly, we will focus on two important moral issues: the humans-nonhuman animals relation, and the humans-nature relation, which addresses the environmental problems including climate change. (Animal ethics, environmental ethics).
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<tr>
<td>5</td>
<td>GEO2-2143</td>
<td>Global Climate Change</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Has entry requirement GEO1-2202 or Geo1-2411 or a similar course. Thus, evaluation of background and prior coursework.</td>
<td>Karin Rebel</td>
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Course Goals:

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

Course Content:

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

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

- Comprehensive introduction to global climate change;
- Relationship between weather, climate and environmental change;
- Description of the major Earth system components, both natural and anthropogenic, driving environmental change;
- Development of models and assessment of their predictions for current and future change;
- Discuss how global change is affected by and affects human activity.
Course Goals:
At the end of this course, the student has:

a. obtained a generic understanding of the natural and human-induced factors, processes and morphological features that determine the short-term and long-term behaviour of coastal sedimentary systems;
b. determined the different spatial and temporal scales associated with coastal morphodynamic behaviour and has the ability to qualify and quantify the interrelations between processes and form evolution;
c. become familiar with terminology, and with approaches, methodologies and tools for coastal research;
d. developed skills to critically read recent scientific results as presented in the literature; and,
e. the ability to synthesize this knowledge (a-d) in realistic case studies.

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

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

The course contributes to the following transferable skills:

1. Written communication skills: individual reports on exercises, papers and case study
2. Problem-solving skills: answers to a series of questions related to a coastal case study using limited, predominantly graphical information
Course Goals:

- explain energy demand with the concept of energy functions, and list the most important energy functions;
- describe the energy supply/demand systems and the energy markets for the various energy carriers and use (national) energy statistics;
- describe and represent energy saving potentials and describe policy instruments available in the energy area;
- explain the concepts exergy, higher and lower heating value, primary and secondary energy and load factor and use these concepts in calculations with regard to energy demand applications, like refrigerators, boilers, cars etc.;
- use the concepts of volume, structure and efficiency to carry out a simple decomposition analysis of energy demand;
- use economic tools and the theories of technological scaling and learning to assess energy technologies;
- analyse the energy demand of a single site, using concepts like degree-days and pinch analysis, and describe methods to manage the energy demand;
- analyse an energy chain, and handle the allocation problem;
- apply life cycle energy analysis to energy systems, using tools like process- and inputoutput analysis

Course Content:

This course provides tools to analyse energy systems. Questions involving energy systems are not limited to a specific discipline; concepts are needed from natural sciences (physics, chemistry, biology …) but also from economics and from policy studies to approach these questions.

In this course the necessary thermodynamic background will be reviewed. Various parts of energy systems are studied: energy supply, energy demand, and the energy markets that connect supply and demand. After this background, various methodologies are used to analyse specific sites (like buildings, or production facilities), continuing with energy chains, energy life cycle analysis and tools to measure energy efficiency.

Tool and concepts relevant for future development of energy systems are also addressed: cost-benefit analysis, learning curves, analysis of energy saving potentials and energy scenarios. Finally, the evaluation of energy policies is discussed.
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<tr>
<td>8</td>
<td>ME1V18003</td>
<td>Research Methods Media and Culture Studies</td>
<td>12-11-2018 t/m 25-01-2019</td>
<td>Intake inclusion</td>
<td>Anne Kustritz</td>
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**Course Content:**

This course introduces students to methods which are used to research media in cultural research, i.e.: visual analysis, textual analysis, discourse analysis, production analysis and public research. The specific objective of these cultural methods is to research the role and significance of media in society and culture. The methods will be explained and positioned in a historical, social and theoretical context. Topics will include issues such as identity, the political economics of media, representation, ideology, discourse and the public.

More specifically, narrative analysis, representation analysis, production analysis and qualitative public research will be discussed and placed within a historical, social and theoretical context. Students will use these methods when performing their own analyses and setting up their own research.

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More specifically, narrative analysis, representation analysis, production analysis and qualitative public research will be discussed and placed within a historical, social and theoretical context. Students will use these methods when performing their own analyses and setting up their own research.

In workgroups the students practice with the methods in order to prepare for their own minianalyses. The student chooses one of their own mini-analyses as the starting point for a longer research proposal. Using the “Five Question Pie Chart,” students will formulate their paper using the following prompts: “which phenomena shall I research?”, “Why is that research necessary?”, “What question will guide the research?”, “Within which theoretical framework is the research framed?”, and “Which method follows logically from the other components?” As a result, this course comprises an important basis of knowledge for the following courses on the topics of research in a socio-cultural context.
Citizenship in a Turbulent Society

Course Content:

Citizenship is the hallmark of civilization. The right to have rights, as Hannah Arendt would have it, is a core ideal in modern societies today, with a firm rooting in humanistic ideals and practices. Rising interest in citizenship has to be understood as connected to three turbulent developments: individualization, globalization and digitalization.

*Individualization* concerns the increased freedom and responsibility of individuals to choose and create their own lives. In welfare state arrangements, individualization comes with the shifting of responsibility from government to individuals. Citizens are deemed most empowered when they are self-reliant. The unsung virtues of citizen initiative, self-sufficiency and entrepreneurship have been rediscovered. What does this individualization mean in our daily lives? When is free choice experienced as something positive and when as something negative? How do “new” communities and new solidarities come about? What does it mean to be an active citizen in an individualistic society? Under what conditions do citizens have a say in social and political life?

*Globalization* is the second macro-sociological trend that has placed citizenship firmly on the societal agenda. It has introduced cultural tensions into our urban neighborhoods and political debates. Citizenship can be used to demand inclusion and belonging: no matter where we come from, we are all citizens with concomitant rights (and responsibilities). On the other hand, globalization raises the question what citizens share in a globalizing society. Do they, or should they, have a shared identity and loyalty? Blaming liberal multiculturalism as a failed political strategy that didn’t bring “integration”, fueled a new search for cultural cohesion. How can different ethnic and religious groups within nations, cities and neighborhoods shape the public domain and its democratic values? Do we need to ground citizenship in the nation, or could the local or transnational sphere be a better scale for identification and collaboration? What does glocalization mean for citizenship?

*Digitalisation* is the third trend that puts citizenship to the fore. Citizenship was originally conceived of as an almost physical experience, with real people meeting one another on real public squares, arguing and maybe even fighting about the content of the public good. However, with new media shaping our private and public lives in unpredicted ways, both the more passive and active forms of citizenship change quite a bit. Institutions that used to organize citizens such as political parties or unions loose functionality or meaning. Activism demands no longer the ability to paint banners, but maybe rather hacking experience. Is anonymous participation for the better or worse; and what about long distance participation; what are the class and age effects of this digitalization of citizenship?
Course Content:

This course is dedicated to studying the basic approaches to ethical thought as they developed throughout the history of philosophy. Ethics is seen as the basis of a normative approach that has implications for political and economic thought. The subtitle of the course is therefore: *Towards a Global Ethics, Politics, and Economics*. Ethical reflection cannot abstract from the timeframe in which individuals live. In order to constitute such a new Global Ethics we need to create a new concept of community. This is what I call *The Return to Koinonía*, using a Greek term in order to express our belonging to a broader community of beings. This implies however a new concept of love – a *humanistic* love for something which transcends humanity and is intimately involved with Being. This explains the extension of the new subtitle of this year’s course: *The Redefinition of Love*. The idea is that there needs to be something activating the *System of Morals*. This in my view is *Love*, which I like to redefine as the inner disposition of any subject to realize what is true, good and beautiful. So, besides being an introduction to the basic approaches to ethics as they have developed throughout history, the course will pursue this general aim: to show that ethics today needs to focus on a global idea of community and that this implies a reorientation of humanism towards an idea of love that exceeds what has been called philanthropy or humanitarianism, which is always a love confined to humanity.

The course follows the development of ethics historically, finally arriving at the most poignant problem of global society: the future existence of mankind. We will start with Socrates, Plato as representing the ontological approach in ethics. Aristotle and his concepts of virtue ethics and eudemonism. We will focus on modernity: the concept of humanistic ethics in the Renaissance (Ficino, Pico, Erasmus) and the political conception of the ideal state in Renaissance utopian thinking (Morus). This concept prepares the contractualist approach to ethics as designed by Thomas Hobbes. The importance of subjectivity and individualism also prepares the emotivist approach to ethics as designed by David Hume and Adam Smith. The deontological approach to ethics that partly already started with Plato and Stoicism is developed in a modern way by Immanuel Kant. Utilitarianism and existentialism are two contemporary approaches to ethics, that, as we will see, are being complemented by a series of approaches that taken together can account for a global approach to ethics in which two principles, responsibility and love, dominate, constituting the basis for a new understanding of community (koinonía).
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<tr>
<td>N</td>
<td>Humanism, Meaning in Life and Aging Well</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Master. Intake Inclusion</td>
<td>Caroline suransky</td>
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Course Content:

This course focuses on humanism, meaning in life and aging well. The humanist tradition that will be the primary focus of attention will be the tradition of cultural critique. From a cultural critical perspective, we will look at some fundamental questions regarding the possible meanings of aging and later life in past and contemporary societies. This will give the opportunity to combine reflection on fundamental, but abstract theoretical themes like humanism, meaning, and humanization, with concrete adaptations to the personal, cultural and societal domain of aging. In addressing these issues, we will take into account both historicalgerontological, cultural-gerontological and intersectional perspectives on aging. We will use the expertise developed in the UvH research group Foundations and Methods, which has focused on the theme of aging well since 2008, but the required insights have wider applicability to other groups that are marginalized and stereotyped.
Course Content:

Over the past few years in the Netherlands, interest in the question of morality in organizations and in public policy has been rising. Until recently, the main concepts used in organizational ethics to analyze this question were corporate social responsibility (in the private sector) and integrity (in the public sector). But it appears that focus is shifting towards moral judgment as the core of independent and ‘free-standing’ (Rawls) processes of moral learning in organizations. The moral learning process is a form of research evinced by the particular question “Is what I’m doing, what we are doing, morally right, or just?” This moral inquiry is led by the measure of justice, which is to say the demand do to justice to the other, to all others. Public sector organizations are at the forefront of this shift towards the primate of processes of moral learning.

The focus on moral learning processes in organizations and public policy opens up a new and important field of practice for humanistic professionals: the moral consultant. They are expected to be able to support and supervise the process of moral learning of individuals and organizations. This makes it one of the core competences of normative professionalizing, organizing and consulting. In the course Servants of Justice students will be taught the theoretical background and the core competences they need to be able to do this. This course will prepare students to perform the role of moral consultant in professional practices in a competent way.