<table>
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<tr>
<th>N</th>
<th>Course Code</th>
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<th>Dates</th>
<th>Requirement</th>
<th>Teacher</th>
<th>Spots Available</th>
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<tr>
<td>1</td>
<td>201500044</td>
<td>Rejecting minorities: an interdisciplinary perspective on intergroup relations</td>
<td>03/09/2018 to 09/11/2018</td>
<td>Background in Social Sciences + interview</td>
<td>Tobias Stark</td>
<td>2</td>
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<tr>
<td>2</td>
<td>200600056</td>
<td>Wild Years</td>
<td>12/11/2018 to 01/02/2019</td>
<td>&quot;Get-to-know&quot; Interview</td>
<td>Peter Selten</td>
<td>2</td>
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<tr>
<td>3</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>
<td>2</td>
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<tr>
<td>4</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>5</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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<td>6</td>
<td>200300009</td>
<td>Advanced Sociological Theory: Modelling social Interaction</td>
<td>03-09-2018 t/m 01-02-2019</td>
<td>Expected to have some understanding of basic sociology</td>
<td>Rense Corten</td>
<td>2</td>
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<tr>
<td>7</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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<td>8</td>
<td>200300125</td>
<td>Theory Construction and Statistical Modelling</td>
<td>03-09-2018 t/m 09-11-2018</td>
<td>Solid knowledge of basic statistical analysis such as regression analysis</td>
<td>Leoniek Wijngaards</td>
<td>2</td>
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<tr>
<td>9</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</td>
<td>Kirsten Buist</td>
<td>2</td>
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<td>Dates</td>
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<td>1</td>
<td>THIS COURSE IS FULL!</td>
<td>Image processing</td>
<td>03/09/2018 to 09/11/2018</td>
<td>Intake Inclusion</td>
<td>Ronald Poppe</td>
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<td>2</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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<tr>
<td>3</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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<tr>
<td>4</td>
<td>FA-BA115</td>
<td>Meet Your Brains</td>
<td>03-09-2018 t/m 09-11-2018</td>
<td>Background in medical</td>
<td>Marianne Verdel</td>
<td>2</td>
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<tr>
<td>5</td>
<td>FA-CPS101</td>
<td>Epidemiology and Clinical Development of New Drugs</td>
<td>03-09-2018 t/m 09-11-2018</td>
<td>Background in medical</td>
<td>Mariann Verdel</td>
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<tr>
<td>6</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>Background in medical</td>
<td>Marianne Verdel</td>
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<td>Subject Title</td>
<td>Start Date - End Date</td>
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<td>Instructor/Instructors</td>
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<td>3</td>
<td>EC2IEI</td>
<td>Introduction to the Economics of the European Integration</td>
<td>03-09-2018 - 11-11-2018</td>
<td>Intake Inclusion</td>
<td>Rob Bolder</td>
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<td>ECB3II</td>
<td>International Integration</td>
<td>03-09-2018 - 11-11-2018</td>
<td>Intake Inclusion</td>
<td>Rob Bolder</td>
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<td>5</td>
<td>EC1PMA</td>
<td>Principles of Macroeconomics</td>
<td>12-11-2018 - 03-02-2019</td>
<td>Intake Inclusion</td>
<td>Frank van der Salm</td>
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<td>6</td>
<td>ECB1WIS</td>
<td>Mathematics for Economists</td>
<td>03-09-2018 - 11-11-2018</td>
<td>Intake Inclusion</td>
<td>Yolanda Grift</td>
<td>2</td>
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<td>7</td>
<td>RGBUIER013</td>
<td>Regulating Big Tech</td>
<td>12-11-2018 - 03-02-2019</td>
<td>Intake Inclusion</td>
<td>Stefan Kulk</td>
<td>2</td>
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<td>8</td>
<td>RGBUSBRO13</td>
<td>Legal Ethics</td>
<td>12-11-2018 - 03-02-2019</td>
<td>Intake Inclusion</td>
<td>Bald de Vries</td>
<td>2</td>
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<td>9</td>
<td>ECB3GT</td>
<td>Game Theory</td>
<td>03-09-2018 - 11-11-2018</td>
<td>Knowledge of Maths and Economics is recommended</td>
<td>Stephanie Rosenkranz</td>
<td>2</td>
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<td>10</td>
<td>THIS COURSE IS FULL!</td>
<td>Industrial Organisation and Competition Policy</td>
<td>12-11-2018 - 03-02-2019</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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<tr>
<td>11</td>
<td>USG4600</td>
<td>East European Politics and Governance</td>
<td>03-09-2018 - 11-11-2018</td>
<td>Intake Inclusion</td>
<td>Ekaterina Rashkova-Gerbrands</td>
<td>2</td>
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<td>12</td>
<td>THIS COURSE IS FULL!</td>
<td>Achieving Successes in Public Governance</td>
<td>03-09-2018 - 11-11-2018</td>
<td>Intake Inclusion</td>
<td>Mallory Compton</td>
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<tr>
<td>13</td>
<td>ECB3DSM</td>
<td>Market Dynamics and Corporate Innovation</td>
<td>03-09-2018 - 11-11-2018</td>
<td>Basic knowledge of economics and econometrics is assumed</td>
<td>Carla do Rosario Costa</td>
<td>2</td>
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<td>1</td>
<td>GEO2-212</td>
<td>Planetology - flora</td>
<td>03-09-2018 t/m 09-11-2018</td>
<td>Intake Inclusion</td>
<td>Frederike Wagner-Cremer</td>
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<td>2</td>
<td>GEO2-1202</td>
<td>Physical Chemistry for Earths Scientists</td>
<td>03-09-2018 t/m 09-11-2018</td>
<td>Background in Science, in particular in Maths</td>
<td>Thilo Behrends</td>
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<tr>
<td>3</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>4</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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<td>5</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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<td>6</td>
<td>GEO3-2140</td>
<td>Landscape Ecology and Nature Conservation</td>
<td>03-09-2018 t/m 09-11-2018</td>
<td>Intake Inclusion</td>
<td>Mariska Beest</td>
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<td>7</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>
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<tr>
<td>8</td>
<td>GEO4-2323</td>
<td>Environmental Ethics and Sustainable Development</td>
<td>03-09-2018 t/m 09-11-2018</td>
<td>MASTER Intake Inclusion</td>
<td>Floris van den Berg</td>
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<td>9</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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<tr>
<td>10</td>
<td>GEO1-2411</td>
<td>Mathematics and System Analysis</td>
<td>03-09-2018 t/m 09-11-2018</td>
<td>Own laptop is necessary</td>
<td>Maarten Eppinga</td>
<td>2</td>
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<td>11</td>
<td>GEO3-4306</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>
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<tr>
<td>12</td>
<td>GEO2-2212</td>
<td>Applied Thermodynamics and Energy Conversions</td>
<td>03-09-2018 t/m 09-11-2018</td>
<td>Previous knowledge in physics and</td>
<td>Matteo Gazzani</td>
<td>2</td>
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<td>1</td>
<td>ME2V15008</td>
<td>Creative Urban Technologies: Exploring and Navigating the Smart and Social City</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Michiel de lange</td>
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<td>2</td>
<td>EN2V17001</td>
<td>From Bede to Bard: English Literature 449-1649</td>
<td>12-11-2018 t/m 25-01-2019</td>
<td>Fluent English and interest in older literature</td>
<td>Paul Franssen</td>
<td>2</td>
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<tr>
<td>3</td>
<td>LI2V14101</td>
<td>World Literature. Theory &amp; Practice</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Paul Bijl</td>
<td>2</td>
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<td>4</td>
<td>CI3V18101</td>
<td>Social Media in Context</td>
<td>12-11-2018 t/m 25-01-2019</td>
<td>Intake Inclusion</td>
<td>Karin van Es</td>
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<td>5</td>
<td>GE1V18004</td>
<td>History of the Netherlands</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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<tr>
<td>6</td>
<td><strong>THIS COURSE IS FULL!</strong></td>
<td>European Imperialism and the Middle East (1798-1945): Power, Politics and Oil</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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<td>7</td>
<td>GE3V17052</td>
<td>The Transatlantic World Order: Defining Human Rights,</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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<td>Instructor(s)</td>
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<td>KU1V18001</td>
<td>Civil Rights, and Democracy across the Atlantic</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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<td>9</td>
<td>The Middle East after 1945: Regional and International Politics</td>
<td>12-11-2018 t/m 25-01-2019</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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<tr>
<td>10</td>
<td>GE3V14003 International Guest Course: Vermeer and Dutch Painting</td>
<td>12-11-2018 t/m 25-01-2019</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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<td>11</td>
<td>GE2V14003 Travelling around the World with Seven Multinationals</td>
<td>12-11-2018 t/m 25-01-2019</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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<td>12</td>
<td>GE3V17053 Imagining Europe: American Constructions of the Old World, 1776 – present</td>
<td>12-11-2018 t/m 25-01-2019</td>
<td>Intake Inclusion</td>
<td>Christianne Smit</td>
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<td>13</td>
<td>LI3V18001 The Republic of Letters - The Literary Field in a Changing World</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Jeroen Salman</td>
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<td>14</td>
<td>The Sound Lab</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Koen Sebregts</td>
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<td>15</td>
<td>NE2V14002 Dutch Present-day Society</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Emmeline Besamusca</td>
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<td>16</td>
<td>VR2V14001 Historiography of Feminist Ideas</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Koen Leurs</td>
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<td>VR3V14005 Politics of Representation: Gender and Ethnicity in</td>
<td>12-11-2018 t/m 25-01-2019</td>
<td>Intake Inclusion</td>
<td>Koen Leurs</td>
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<td>TL3V14113</td>
<td>Psychology in Humanistic Studies</td>
<td>03-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Caroline Suransky</td>
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<td>2</td>
<td>VR3V12004</td>
<td>Postcolonial Configurations: Gender, Race and Culture</td>
<td>12-11-2018 t/m 25-01-2019</td>
<td>Intake Inclusion</td>
<td>Koen Leurs</td>
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<td>20</td>
<td>KI3V12014</td>
<td>Semantics</td>
<td>12-11-2018 t/m 25-01-2019</td>
<td>Should have finished one year of maths or two years of computer science/physics/engineering</td>
<td>Yoad Winter</td>
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<td>21</td>
<td>MCMV16025</td>
<td>Feminist Toolbox: Theories and Methodologies</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Master. Intake Inclusion</td>
<td>Gianmaria Colpani</td>
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<td>23</td>
<td>MCMV16028</td>
<td>Somatechnics: Bodies and Power in a Digital Age</td>
<td>12-11-2018 t/m 25-01-2019</td>
<td>Master. Intake Inclusion</td>
<td>Domitilla Olivieri</td>
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<td>8</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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<tr>
<td>9</td>
<td>Facilitating Moral Learning in Organisations</td>
<td>12-11-2018 t/m 01-02-2019</td>
<td>Master. Intake Inclusion</td>
<td>Caroline Suransky</td>
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</table>
The course focuses on prejudice, discrimination, and intergroup relations. In particular, we will discuss how the majority group reacts to minority groups in society. We will study how prejudices develop, for instance, how negative attitudes follow from threats to people's identities or their belongings. Moreover, we will examine the consequences of prejudices for intergroup interactions and, in particular, which political decisions are made and which policies are implemented. A special focus will be on approaches to reduce prejudice and foster the cohesion of majority and minority groups in society.

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

We will study why people develop prejudices and negative attitudes toward other groups from the perspective of different fields in the social sciences. The main focus will be on sociological and social psychological explanations. We will study which research questions can be answered with these theories and which societal problems may be solved. We will critically examine the hypotheses derived from theories and evaluate the validity of the empirical tests of these hypotheses. In doing so, this course draws mainly from quantitative research.

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

Content:

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

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

We will study why people develop prejudices and negative attitudes toward other groups from the perspective of different fields in the social sciences. The main focus will be on sociological and social psychological explanations. We will study which research questions can be answered with these theories and which societal problems may be solved. We will critically examine the hypotheses derived from theories and evaluate the validity of the empirical tests of these hypotheses. In doing so, this course draws mainly from quantitative research.
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.
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.
- Refined understanding of the critique on the secularization thesis.
- Insight into the relation between cultural studies and anthropology.

Content:

For a long time, social science scholars understood religion as a phenomenon that was successfully relegated to the private spheres of life. Modern thinkers envisioned secularization as a gradual but progressive process, which guaranteed the boundaries between religion, politics, science and the economy. However, contrary to these expectations, religion never ceased to be of importance beyond the private spheres; not in the so-called West and not in the rest of our globalized world. Whereas much of the so called ‘return of religion’ is framed in reactionary terms – think of news broadcast about fundamentalist groups, for example – religion shows itself in a variety of other contexts and processes. People do not necessarily turn to religion to resist the forces of globalization, but also in search of ways to become part of global networks, communities and processes. This pursuit is facilitated by cross-fertilizations between religion, media, entertainment and popular culture. For example: in 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 peopled 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

Content:
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.
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.
Course goals:
At the end of the course, the student has built up elementary expertise in:

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

Content:
This is an intermediate undergraduate level course on theory formation and model building in Sociology. Thus the course focuses on the 'Theory', in the 'Problems-Theory-Empirical research-Policy implications'-sequence that characterizes the various steps in analytical social science.

The focus is on the common 'logic' underlying different, sometimes competing but also often complementary sociological approaches.

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

Another feature of the course is that we carefully reconstruct the links between propositions on the micro-level of individual behavior and propositions on the macro-level of social phenomena and processes. For this purpose, we introduce students to theoretical tools such as game theory and agent-based modeling. The course proceeds from examples of sociological analyses, each related to one of the main themes of sociology as a discipline: problems of order and cooperation (sometimes referred to as the problem of cohesion), problems of social inequality, and problems of social change.
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.
Course goals:
Learning to translate social scientific theories into models. Learning to analyse models using SPSS and AMOS.

Relation between assessment and objective:
The test(s) consist(s) of different parts. To test whether the student learned how to translate social scientific theories in models the student will be given one or multiple research questions for which the student has to choose the correct way of analysis and has to perform the appropriate analysis accordingly. To test whether the student learned how to analyse models the student is expected to make correct interpretations of the output from AMOS and/or SPSS that the student is presented with. To test the general knowledge of the student about statistical modeling in the final part of the test there will be statements of which the student has to indicate whether they are true or false.

Content:
Note: This course can also be taken as part of the honours programme (and then includes additional work and guidance). Contact the course coordinator if you are an honours student.

Note: Students who cannot comply with the entrance requirements mentioned below will be asked to provide further information on their eligibility. The course coordinator will decide on their eligibility.

Assumed knowledge: Anova and regression analysis. Participants should be familiar with SPSS.

In the social sciences statistics are used to test whether a theory can be rejected or not. SPSS is used as a statistical toolkit to do this. SPSS however cannot be used to test many of the theories that are used in psychology, sociology, pedagogical sciences and educational sciences. In this course, you will be introduced to Structural Equation Modeling, a flexible, intuitive technique that will enable you to test almost all possible theories directly using empirical data. Based upon data that is provided at the introduction of the course, you will cycle through all phases of social scientific research. More specifically you will learn to translate a social scientific theory into a statistical model. You will learn to analyse your data with these models. And finally you will learn to interpret and report your results. Analyses will be executed using the statistical modeling packages SPSS and AMOS. SPSS is a combination of a data-editing and data analysis program. It is possible to build statistical models in SPSS, but for some questions building these models is either cumbersome or impossible. For this we use the computer program AMOS. AMOS analyses data based upon a graphical representation of the model the user is interested in, it is a so-called 'user-friendly' program. In the graph the user can specify regression type models and factor analytic models.
In this course the emphasis is on the methodological aspects of measurement and the testing of theories. We will discuss among others the following topics: 1) How can I test whether questions measure what they intend to measure?, 2) How to test complicated models (mediation and path models). 3) Whether statistical models differ for sub-groups in your population.
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.
Course goals:

Knowledge of:

- Ways of describing images, including histograms
- Linear/non-linear filters and morphological filters
- Image processing tasks including edge and curve detection and automatic thresholding
- Spectral techniques and the relation between continuous and discrete
- Color spaces and their relations
- Shape descriptors, including Fourier shape descriptors

Experience with:

- Designing and deriving filters to enhance images or extract features
- Applying filters, including morphological filters
- Designing image processing pipelines

Content:

Image Processing offers the basic knowledge required for manipulation of digital images. This includes simple operations on grey values (for example for image enhancement and object extraction) and spatial operations (for example for detecting object edges and geometric image transformation). The course will be in English and includes these topics:

- Histograms and point operators
- Filters and lecture 4: Edges
- Morphological filters
- Spectral techniques
- Color spaces and quantization
- Detecting curves and corners
- Automatic thresholding
- Comparing images
Course goals:

Computational Biology uses computer modeling to investigate biological problems. The course teaches a variety of modeling techniques and techniques to analyse the model behaviour. Moreover biological theory obtained by computational modeling is examined.

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>
<th>N</th>
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<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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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).
Course goals:
This course is part of the interdisciplinary minor “Brain, mind, and consciousness” and offers an introduction to the main topics of brain and mind. After completion of the course the student should have a basic understanding of the functional anatomy, physiology, and cell biology of the brain. In addition, the student should be able to relate specific aspects of the mind (e.g. perception, emotion) to brain functions. The learning goals will be achieved through an interdisciplinary approach.

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

These topics will be studied in a nonsequential/integrated fashion and will be contextually linked to the following three phenomena: sensory processing, stress, and learning and memory. Additional context will be provided through a longitudinal project. Both the course topics and contextual phenomena will be approached from different disciplinary angles, including biology, chemistry, psychology, physics, and mathematics.

In this course, as in the other courses constituting the minor “Brain, mind, and consciousness”, skills are practised and employed that foster interdisciplinary understanding, i.e. critical thinking, collaboration and reflection.
Course goals:

After this course you will be able to:
1. Recognize the research-cycle
2. Design, execute and process the data of a simple in vivo experiment
3. Design and process the data of a clinical study
4. Express a critical attitude towards evidence based medicine and ethical aspects of pharmaceutical research
5. Use literature databases
6. Write a report and review the reports of other students
7. Use basic statistical tests and basic epidemiology methods to process data of experiments and clinical trials
8. Execute basic meeting skills

Content:

Working Methods:
Project work, which will consist of two parts: ‘The Disease File’ and ‘The Clinical Trial’. Furthermore there will be lectures, workshops, in particular on statistics, study design, and literature search, and the design and execution of an in vivo experiment. Every Friday afternoon there will be ‘Quite Interesting Afternoon’- meetings. In these meetings you will reflect on what you have learned.

We all know people that use medication, like for chronic diseases, infections and for a headache. But what kind of drugs are there anyway, and how do we know that they are effective? Currently there are many drugs on the market for multiple diseases. They could only enter the market after their efficacy and safety was thoroughly investigated in clinical trials, first in human volunteers (phase I) and later on in groups of patients (phase II and III). This clinical process however cannot guarantee that all adverse effects are revealed and efficacy is efficiently proven. Therefore epidemiologic research and post-marketing studies are necessary to get real ‘evidence-based’ drugs. In this course you will learn about epidemiology and clinical trials. Furthermore, you will learn basic statistics used to perform clinical and epidemiological research. In addition, you will be introduced into literature research so that you can find your way around in literature databases to find the information you will need for your project.
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
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.

Content:

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

The purpose of this course is to provide an overview of the various economic fields by investigating these fields in their historical and methodological context and the linkages between these different fields and to other social sciences. This overview will also provide a reflection of the bachelor’s curriculum – the way it is built up and how the several courses are connected – such that this course will also function as an introductory course to the bachelor of the U.S.E.. It will also give us the opportunity to have brief excursions into the different minors offered at U.S.E.: law, social sciences, and geography. Each week a specific theme will be discussed. Each theme covers one or a few fields:
- Mathematics + economics = models
- Statistics and economics: econometrics
- (Inter)National economics: Macroeconomics and economic geography
- Law and economics
- Sociology and economics: organisation theory
- Experimental economics, and Psychology and economics: rational choice

Parallel to this, the course includes a training in basic academic skills. This academic skills part teaches how to write a short scientific literature review. Step by step you learn how to find the relevant literature, to write a bibliography, an abstract, an introduction, a conclusion, and a body of a literature review. You learn how to use academic language, to support your arguments, to paraphrase, to avoid plagiarism, to evaluate research papers, and to synthesise research.
Integration in the European Community Union is founded on the merging of markets and the harmonisation of interventions in and regulation of markets by public agents, and has progressed most in the area of economics. Markets for all goods and services have been unified and economic policies of the member states are largely determined by common decision-making or have been completely shifted to the European Community level. The Economic and Monetary Union is the latest major step in this process. As a result, companies now operate in an European environment and national policymakers are constrained by EC regulations.

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

Learning objectives:

At the end of the course the student is able to:
• Explain the way in which the EU integrates markets and policies;
• Describe the advantages and disadvantages of economic integration in the EU;
• Discuss aspects of economic integration in the EU.
The liberalisation of international transactions that took place after the Second World War has enabled the globalisation process of the last decades. The breaking down of various kinds of barriers to international transactions has occurred at the global and the regional level. There are sound economic arguments to liberalise at the global level, thus enlarging the area of competition as much as possible. In practice, however, countries chose to liberalise at a regional level, parallel to global downsizing of trade barriers. In fact, almost all countries in the world are members of one or more regional integration arrangements. These vary between simple free trade agreements and economic and monetary unions that take over a large amount of national powers, and might lead to the formation of new states. Important issues that will be addressed in this course are: why do countries integrate on a regional basis? How does regional integration take place? Which economic costs and benefits are to be expected? How are global and regional integration related? Does regional integration hamper global integration?

This course offers explanations for the regional economic integration movement and studies its effects. The causes of regional integration are related to size, geography and history, while governance issues play a role as well. The effects are measured in terms of trade, labour and capital flows and welfare. During the course you will study several cases of regional integration both in the present and in the past, as well as the alleged frictional relation between the World Trade Organization and regional integration bodies such as ASEAN, NAFTA and the EU.

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

The central issue in Mathematics is constrained optimisation. Specific applications of this type of problems are utility maximising behaviour of consumers or minimising cost by producers. To be able to solve these problems, you have to know how to solve systems of equations, how to differentiate (partial and higher order) and how to simplify complex functions and equations. Besides this you get an introduction to growth and dynamics, logic and integration because these techniques are often used in economics. Applications for mathematics will be found mainly in economics.

Learning objectives:

- Understand, control and apply elementary notions of mathematics;
- Use mathematics to specify, analyse and quantify relationships among economic variables;
- Recognise the economic meaning from mathematical notions and models;
- Describe clear and structured solutions of mathematical problems;
- Solve unconstrained optimisation problems of multivariate functions;
- Solve constrained optimisation problems of multivariate functions (the Lagrange multiplier method);
- Use introductory knowledge of growth models, dynamics and integration.
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 non-exhaustive 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.
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.
Conflicting interests are a fact of everyday life: in families, sports clubs, companies, the European Union, trade associations, etc. In the last 30 years game theory has become one of the most important new elements of economic theory, in microeconomics, macroeconomics as well as business economics. This course will provide students with more advanced tools of game theory, and show the usefulness of this approach by analysing several examples.

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

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

The course will be problem driven (theory will be taught by solving several problems). We will also play several games in class. The mathematics required for this course does not go beyond calculus. Nonetheless, the ability to think mathematically and logically will be a great asset.

Learning objectives:

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

- be familiar with the early transition to democracy in the countries of Eastern Europe;
- have knowledge about the government and politics of post-communist East European states;
- be able to critically think about and evaluate the different political situation, which has and is still shaping some of the modern day politics in this region;
- have knowledge about and be able to analyze the relations between the new member-states and the European Union.

Content:

Recent events in the Ukraine show that despite the transition to democracy in 1989, Russia is still very influential in the politics of the post-communist region. This is important not only for the countries themselves, but also for their role and relation with the European Union in the future. To understand some of the challenges that the future holds, we will study the developments East European countries underwent after the regime change, their current politics and government and some of the major institutional changes that the states experienced in the last two and a half decades. Some examples include the transition from single-party totalitarian rule to multiparty democracy, the development of interest groups, the adoption of free market economies, the association and membership in the European Union. All these changes have made substantial impact on Eastern Europe’s political development. Some countries have democratized more than others, some have joined major international entities such as NATO and the European Union, while others not.

Focusing on different institutions and the roles they play in the political arenas of these countries, we will study theory (how scholars expect things to work) and applied research (how things actually work). A major question that will guide our exploration through the entire course is “do institutions matter?”, and if so, “how?”

In this course active participation is important and therefore part of the assessment, based on your presence and contribution to discussions related to short response papers. You will write a book review, an individual research paper and present your results in class.

This course will provide you ample opportunity for student leadership and initiative, especially during the student-led seminars. You will further develop your abilities to work in groups, find compromise between sometimes opposing views and styles, and strive for achieving high quality of team work. An addition skill to be practiced is that of speaking and writing in English.
Course Goals:

After completing this course, the student will:

- understand defining and assessing success in public governance, in its conceptual, normative and methodological complexities;
- have a working knowledge of the most important theoretical perspectives on success in public organizations, policy, and collaborations;

be able to analytically evaluate cases of governance success, and communicate findings to both academic and practitioner audiences.

Content:

Societies cannot survive and thrive if they are not governed well. Solving complex and shared societal challenges – e.g. climate change, anti-smoking and health initiatives, refugee resettlement, etc. – requires effective management and coordination. Achieving this in the current era of connectivity, transparency, accountability and assertive, skeptical and empowered citizens deeply challenges government institutions.

In both popular and academic discourse, a focus has been on the frailty and fallibility of government institutions. We excel in explaining how policies fail, organizations decline or waste resources, and collaborations fall short.

Taking a different perspective, in this course, we seek an understanding of the practices which contribute to good governance. In doing so, we aim to empower students as future public leaders with the analytical skills to assess success and the practical skills to communicate the results of their analyses to both academic and applied audiences, in a range of policy domains.

In the first six weeks of this course, in a seminar format with guest speakers and with intensive small-group discussions, we examine the theoretical and practical concepts of success in public policies, public agencies, collaborations, and in local government. Each week, you will work in groups to write and present blog posts (to be published on the Successful Public Governance research program website). These memo-style blog entries will begin as syntheses of canonical works, and advance through the term towards highlighting theoretical controversies and empirical applications, with the ultimate goal of developing innovative arguments and insights into the literature(s) on governance success. This format prepares you for positions of leadership in a range of disciplines by requiring not only thorough theoretical fluency and application familiarity, but also the ability to accessibly contextualize and communicate analytical results to academic and practitioner audiences.

In the remaining weeks of this course, we will focus on preparing your individual analytical paper and on completing a capstone ‘success cockpit’ exercise, in which you will collaboratively apply your understanding of governance success to real-world cases in a simulated environment of your own collective design.
Innovation is a key driver of economic growth, and understanding how firms innovate and deal with market dynamics is paramount for that. Whether firms and industries change slowly or rapidly, in small and unnoticeable ways or radical and structural, timely adaptation is key to survival and growth.

How is it that Apple struggled in a niche market of the computer industry with Microsoft towering over it, and in recent years became one of the most profitable firms in the world? What explains the current ‘patent’ race and court cases between the main players on the market for smartphones and tablets? How will the emergence of digital platforms affect the music industry? And, covering a longer period of time, how can we explain typical patterns of entry and exit over time in the automotive industry?

Traditional economics has been unable to cope with such questions because of its fundamentally static nature. Therefore, the course aims to put the dynamic analysis of decisions and developments on center stage. This course offers an understanding of the mechanisms involved in industrial dynamics, allowing key players to form better strategies and policies.

Students will engage in a simulation game to learn about innovation from a practical point of view and apply the literature to a realistic case. Active participation is encouraged and rewarded in this course.

Course Goals/Learning Objectives:
At the end of the course the student should be able to:
• understand the mechanisms that induce dynamics of firms and industries over space and time;
• distinguish relevant types of innovation and relate these to business strategies and the evolution of firms and industries;
• critically analyse academic papers and interpret their contributions for the topics covered in the course. As this course aims to provide students with the knowledge and skills they require to theoretically understand and apply them to real life cases, it is essential that preparation, attendance, and in-class contributions are prioritised.

Academic skills:
• Problem solving
• Effective teamwork
• Academic, critical reasoning and working
Course Goals:

This course aims to introduce students to the burgeoning cross-disciplinary field that studies the relationships between digital media technologies and today’s cities. Students investigate and develop insight into how these technologies shape city life. Particular attention is paid to recent developments and discussions in the area of smart cities and to developing people-centric views of urban futures. Under guidance, students will read literature thoroughly and critically, frame theoretical discussions in the field, position themselves, develop new ways of conceptualizing the treated issues, find sources, undertake a research project.

Content:

The course discusses current developments in smart city making, like urban games, urban screens and data, maker culture, and media art. These so-called urban new media shape contemporary public space, open up the city to new playful experiences, allow new roles for its citizens and visitors, create new forms of urban agency, and invite alternative ways of navigating the city.

As part of the minor Creative Cities the course explores the entanglements between ICTs and the creative city by focussing on the weekly themes, including:
- Smart and creative cities: Addressing complex urban problems with digital technologies in today’s smart and social cities.
- Citizenship: Leveraging the creative potential of cities through participatory culture, co-creation, mobile apps and open data.
- Media art: Creative critique on the smart city with locative media, digital art and urban screens.
- Data: Interfaces and code: Citizen sensing and navigating and authoring the city with location-based technologies and interactive cartography, quantified self, life-logging and mobile story-telling.
- Play and games: Reprogramming the city with urban games and play.
- Maker culture: city-making and do-it-yourself hacker culture with the help of new media technologies.

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<tr>
<td>1</td>
<td>ME2V15008</td>
<td>Creative Urban Technologies: Exploring and Navigating the Smart and Social City</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Michiel de lange</td>
<td>2</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:

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

Course Content:

The course lays the foundation for the 'In-depth Courses World Literature' and introduces students to the current debates and issues around the phenomenon of 'world literature'. In his book What is World Literature? (2004), David Damrosch takes up Goethe’s term 'Weltliteratur' to describe ‘literary works that circulate beyond their culture of origin, either in translation or in the original language’. In our current times of increased global interconnection, exchange and travel, it is becoming more and more important to view literature from a transnational perspective. We have to study and analyze how literary texts relate to each other across the world. How does a text become a classic across cultures? How have national literary canons been formed historically and how are they challenged today? Can we fully enjoy texts from other languages in translation, or is something lost (or gained) in translation? With these questions in mind, we will engage with 'world literature' from Goethe to Rushdie and beyond.

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<td>3</td>
<td>LI2V14101</td>
<td>World Literature. Theory &amp; Practice</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Paul Bijl</td>
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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.
Course Content:

The Netherlands has been a kingdom for over two centuries. Over the past 200 years, the political landscape of the Netherlands, and therefore also the economic, cultural and social landscape, has changed significantly. Many current achievements, such as the right to vote, social services and sexual freedom, were heavily contested in the past. Things which are now taken for granted in the Netherlands – political parties, married women working, civil liberties – were often hard-won. The country's role in the world has shifted from a major colonial power to a progressive pioneer. Some foreign developments also appear to be closely intertwined with Dutch politics. This was the case during the two world wars, as well as the Vietnam War or the arms race during the Cold War. In this course, the main events and developments in the history of the Netherlands during the 19th and 20th centuries will be explained, studied and analysed. Although the emphasis is on political history, a broad definition of politics is deliberately applied: relevant social, cultural and economic aspects are also covered in the lectures and the literature. Literature and primary sources are used alongside the lectures. Students also analyse a historical aspect using a source of their own choice and provide a written report. Finally, their knowledge and understanding of the historical evolution are tested in an exam.
Course Goals:

The course will enable the students (1) to acquire a wider knowledge of the entangled histories of Europe and the Middle East between 1798 and 1945, (2) to have a deeper awareness of why the Middle East is one of the most conflict prone regions in the world today, (3) to be introduced to why and how Middle Eastern oil industry has come to be controlled by Western big capital in the early twentieth century, (4) to be able to explain why and how World War I was fought in the Middle East, (5) to be able to demonstrate knowledge of the rise of local (ultra-)nationalist movements that led to massacres, genocide and the birth of modern nation states, (6) to examine the history of mandates in the Middle East, (7) to be introduced to how World War II affected the Middle East and how Middle Eastern oil affected the course of World War II.

Course Content:

This module concerns the role European empires played in the making of the modern Middle East. It looks at the political and economic encounters and relations between Europe and the Middle East from the invasion of Egypt by Napoleon in 1798 through until the end of World War II. We will discuss the increasing political and economic encroachments of the European powers in the Middle East, Ottoman political responses to these changes, and how these transformed domestic political structures that resulted in the fall of the Ottoman Empire and the emergence of the mandates system. The module will also cover the history of the Middle East in the interwar period, with particular reference to the questions of oil politics and the rise of indigenous nationalisms.
Course Goals:

- Knowledge about the origins and development of civil rights and human rights in the United States and Europe after 1945
- Ability to assess the role of human rights in transatlantic international relations
- Ability of evaluate current debates about transatlantic relations in the historical context of the post-war international liberal order

Course Content:

This course explores the international community of shared values that the United States and Europe created after the Second World War. Starting from the Atlantic Charter of 1941, the transatlantic partners supported a global world order that was based on a framework of multilateral cooperation and shared principles. Postwar cooperation was institutionalized in the economic system of Bretton Woods and free trade agreements, the intergovernmental framework of the United Nations, and the idea of collective security. Most crucially that international liberal order was based on a framework of multilateral cooperation, and the principles of human rights, the rule of law, and democratic pluralism. This course will focus on the origins of these principles (e.g. in the American struggle for political and civil rights), their practical implementation (e.g. in the UN Charter and the Genocide Convention), and their changing significance in the geopolitical transformations of the post-Cold War, post-9/11 world, and post- Trump world.
Course Goals:

- Fundamental knowledge about the development of art and architecture in the West from the Middle Ages to the present, with a focus on the Netherlands;
- Ability to identify the main works and artists in the history of Western art, with a focus on the Netherlands;
- Ability to recognize differences in style and artistic developments;
- Introduction to key terms and concepts concerning materials, techniques, functions, and meanings in art and architecture;
- Reflection on various critical issues in the historiography of art

Course Content:

This is an overview course of the history of Western art and architecture from the Middle Ages to the present. Special attention goes to the art of the Netherlands, which has played a key role on the European stage from Jan van Eyck as alleged inventor of oil painting, through the Golden Age of Rembrandt and Vermeer, to Vincent van Gogh and renowned architect Rem Koolhaas. You will learn about these Dutch masters in their international context including the Italian Renaissance, the Flemish Baroque, the English Enlightenment, transatlantic modernism, and the globalizing art world of the contemporary age. Lecturers from different specializations will illuminate some of the key works in the history of art and architecture and engage you in critical discussions concerning technique, style, function, and meaning. The course provides the fundamental knowledge, centered on the Low Countries and Europe, that will be expanded on in the Global Visions course in Block 2.
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.
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.
Insights in the creation and functioning of multinational undertakings from an organizations historical perspective. Not more information available.
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.
Course Goals:

The student becomes acquainted with the organization and function of the literary field in the modern era. This field includes the production, circulation and reception of literature and the process of value attribution to literary texts. At the end of this course the student has a clear insight in the historical background and the specific features of literary institutions. The student will gain knowledge of research traditions and debates concerning literary institutions and is able to design a research project in this field.

Course Content:

The concept of the 'Republic of letters' emerged in the Renaissance and currently refers to an international community of authors, publishers and critics, scholars and policy-makers, who are involved in the process of writing, disseminating and attributing value to literature. In this course we focus on the modern literary field, thereby including recent developments in literary studies. We will pay attention to the social and legal position of the author and to the material production and dissemination. Furthermore, we will study the consumption and reception of literature and the process of value attribution. We will discuss several relevant institutions in the literary field. Students will study current theories on institutional research (from publishers to online reading communities) and develop a small research project themselves.
### Course Goals:

Students learn to improve their English fluency and pronunciation, increasing their intelligibility and acceptability by native speaker standards; acquire detailed knowledge of articulatory and contrastive phonetics and be able to apply this to their own pronunciation skills; improve their listening comprehension and be able to transcribe sounds using phonetic symbols; learn basic concepts of phonological theory; engage with topics in phonetics and phonology in written and spoken communication.

### Course Content:

This course offers an introduction to the sound system of British and American English (phonology and phonetics). It is designed to help native speakers of Dutch improve their English pronunciation, fluency and listening comprehension in a variety of ways. These closely connected skills will be discussed, practised and reflected on within the context of articulatory and contrastive phonetics.

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<td>14</td>
<td>EN1V13001</td>
<td>The Sound Lab</td>
<td>05-09-2018 t/m 02-11-2018</td>
<td>Intake Inclusion</td>
<td>Koen Sebregts</td>
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Course Goals:

Students develop an appreciation for the complexity of the concept of (national) culture.
Students gain insight in representations of contemporary Dutch culture and society.
Students develop their ability for intercultural interacting and reflecting on such interaction.
Students explore academic ways of approaching contemporary issues

Course Content:

The course will introduce the concept of (national) culture, and different approaches to studying (national) culture. We will consider the construction of a (national) self-image as part of a public discourse, and explore the concept of ‘the other’, and representations of other (national) cultures. Within such an intercultural framework, we will discuss selected case studies from contemporary Dutch society in an international context, e.g. the workings of the educational system, policies of toleration concerning ethical issues, the political stage and the rise of populism, and issues of religious and ethnic diversity. The handbook and supplementary texts present various disciplinary perspectives. Participants are encouraged to seek out and contribute representations of Dutch society from their own perspectives, thus exploring the dynamics of an intercultural context in the course.
Course Goals:

To be able to present original feminist texts of the second-wave of the women's movement in a historiographical perspective. To be familiar with traditions of modern feminist thought, and to point out issues that are central to feminist theory. To understand the scientific relevance of feminist texts in terms of their critique of culture, politics and knowledge and to understand the efforts made by feminist scholars to systematize these texts in a critical tradition of its own.

Course Content:

This course presents original feminist texts of the second-wave of the women's movement, in a historiographical perspective. It aims at familiarizing the students with traditions of modern feminist thought, and at pointing out issues that are central to feminist theory. The course explores the scientific relevance of feminist texts in terms of their critique of culture, politics and knowledge, and it also aims at introducing the students to the efforts made by feminist scholars to systematize these texts in a critical tradition of its own. Notions such as canon-formation and historiography will be introduced by making reference to second-wave feminism. Special emphasis is placed on the idea of which criteria of selection are adopted in order to define certain texts as 'feminist classics' and to assess their relevance, especially for the so-called "third feminist wave".
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:

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

Course Content:

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

After completion of this course, the student has learned to
A) work with the interdisciplinary canon of feminist scholarship in theory and practice;
B) apply different schools of feminist theory and methodology in socially relevant case studies;
C) manoeuvre the ‘feminist toolbox’ of standpoint epistemologies, situated knowledges, intersectional gender analysis, deconstruction, psychoanalysis and 'queering' perspectives
D) present the gained knowledge in oral and written form.

Course Content:

This course provides students with an analytical 'toolbox' for their studies in the MA Gender Studies. Each week deals with a different branch of feminist theories and methodologies that inspire contemporary Gender Studies. The course presents different schools of feminist thinking concerning subjectivity, agency and difference, and it also explores the most influential strands of feminist epistemologies, such as e.g. standpoint epistemologies, situated knowledges and intersectional approaches. The course starts from postfoundational thinking, which is defined as a historical and epistemological moment of questioning and challenging established notions of subjectivity and knowledge production. It concentrates especially on an affirmative understanding and manoeuvering of differences and diversity in today's global context, and it elaborates them from multiple feminist traditions of thought and activism. The course enables the student to learn that any societal relevant phenomenon can be analysed with concepts and approaches derived from the large body of Gender Studies scholarship.
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.
Course Goals:

This course offers a broad overview on the fossil record of plants with special emphasis on evolution and biodiversity changes since the Palaeozoic. In this course basic principles of plant evolution from the Palaeozoic to present-day are taught. The major steps of terrestrialization are placed into a comprehensive overview on feedbacks between large-scale geosphere processes such as plate tectonics, atmosphere-biosphere interactions, and the global carbon cycle through time. The second goal is to critically reflect on natural dynamics of biodiversity versus modern biodiversity loss, the human induced “mass-extinction” of the 21st century. A half-day symposium supported by alumni provides an overview on employment opportunities in the Palaeoecology sector.

Course Content:

Structure:
In weekly modules the major periods of the geological history are covered. 2 introduction lectures (2x45min each) per week provide the conceptual framework on vegetation history during the geological periods.

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

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

The assignments are rock and fossil labs, computer aided labs and a one day practical held in the botanical garden. In depth knowledge is obtained through additional computer homeworks, and required readings. For these work packages self-study time is designated.
Course Goals:

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

By the end of the first part of the course you will **understand** the basic concepts of the classical **macroscopic** approach to equilibrium thermodynamics. You will be able to **apply** the related equations to **calculate** changes in state variables characterizing the systems upon (i) exchange of heat and work between the system and its surrounding, (ii) chemical reactions and (iii) mixing of constituents. Based on these you will be able to **evaluate** whether a system is in equilibrium, whether a process is reversible or irreversible and whether it can or cannot occur spontaneously. Also you will be able to **apply** the concepts to describe, understand, and predict phenomena in earth systems including: air movement in the atmosphere, formation of solid solutions, and mineral transformations during metamorphism.

In the second part of the course you will **become familiar** with the concepts of the **microscopic** approach to equilibrium thermodynamics, including basics of quantum and statistical mechanics. You will **understand** how and why material's internal energy, entropy and heat capacity depend on temperature, and will be able to **calculate** their values for a range of materials, including gases and simple solids, using only the microscopic properties of their atomic or molecular constituents.

Course Content:

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

- **Macroscopic approach**
  - Heat versus work
  - The First and Second Laws of Thermodynamics
  - Thermochemistry, Carnot Cycle, Entropy
  - Gibbs and Helmholtz Energies
  - Non-Electrolyte and Electrolyte Solutions
  - Chemical Equilibrium
- **Microscopic approach**
  - Atomic structure of materials
  - Basics of quantum mechanics: structure of available energy levels
### 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.
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, self-driving cars may bring profits to car companies and gains in car safety, but they also raise questions on individual autonomy and responsibility of drivers; genetically modified crops may increase yields, but may also increase the power of multinational corporations over smallholder farmers; and contraceptive pills may enable family planning but also put the responsibility for contraceptive measures with women instead of men. In short: science and technology can be highly political and innovation can have consequences whose desirability can be contested. This course aims to provide students with the tools and perspectives to explore and reflect on such politics and controversies.

By drawing on the field of Science and Technology Studies (STS), students will learn to critically reflect on the relation between science, technology, and society. The students will learn a range of theoretical frameworks for understanding the relation between science, technology, and society, such as ‘large technological systems’, ‘actor-network theory’, and ‘social construction of technology’. And the students will learn to apply these frameworks to different controversial innovations.
Course Goals:

- 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:

- Describe the basic principles and concepts in ecology at its different levels of aggregation (organism, population, community and ecosystem);
- Observe and describe ecological interactions, processes and patterns;
- Exemplify how drivers of, and solutions for, many sustainability challenges (e.g., biodiversity conservation, natural resource management, pest management) are based on ecological principles and concepts;
- Critically assess the ecological basis of a real-life sustainability challenge and apply ecological principles and concepts to find a solution for the challenge.

## Course Content:

This course consists of 2 parts. Part I (first 5 weeks) introduces the essential ecological principles and concepts at its different aggregation levels, from individual organism to ecosystem. Part II (second 5 weeks) highlights how these concepts and principles underlie global sustainability challenges and how an understanding of ecology can contribute to solving these challenges. We will cover a broad diversity of challenges, ranging from the sixth extinction to ecological restoration and management of overabundant populations. The course will draw on examples from both the global North and the global South and as such contribute to the international character of the curriculum and the emphasis on global sustainability challenges.
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).
Course Goals:

- describe the philosophical dimensions of sustainable development;
- perform an in-depth analysis of the concepts ‘sustainability’ and ‘development’;
- give an overview of contemporary environmental ethics;
- perform an integral and critical assessment of moral stances on environmental problems and sustainable development;
- write an article for a general audience on environmental issues, using philosophical tools & knowledge.

Course Content:

The present-day political and economic systems are not sustainable and we are heading for global environmental disasters (ecocide). The notions ‘sustainability’, ‘development’ and 'sustainable development' have gradually entered political and social debates, and scientific and philosophical investigations. It is rooted in concern about environmental degradation of our planet. Philosophical reflection about sustainable development and the human-nature relationship starts with clarifying key concepts of environmental science. Sustainable development should at least encompass three dimensions: (1) the environment (conservation and preservation), (2) economy (growth vs. steady state), and (3) the social structure (equity, welfare). These dimensions form the pillars of sustainable development and will be studied from a philosophical viewpoint.

This course aims at providing philosophical reflection on sustainable development-related issues as part of environmental philosophy. We start with reflection on three kinds of relationships from the perspective of sustainability: humans-humans, humans-animals, and humans-nature. During the course key concepts and methods of environmental philosophy are dealt with. We will explore concepts such as biodiversity and vulnerability, demographic transition and inter- and intragenerational (environmental) justice.

The emphasis of the course is normative deliberation on the environmental crises and sustainable development. What insights can science and environmental philosophy give to sustain life, future generations and a healthy ecosystem of planet Earth?
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:

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

Course Content:

Students will be familiarised with aspects of mathematics which are of importance for the remainder of their studies, especially for Physics and Research Skills. Furthermore, students will learn how certain mathematical techniques can be applied.
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; long-term).

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:

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

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

Course Content:

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

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

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

Course Content:

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

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

A case study, based on recent literature, will be performed by the students and will be presented to other students in a dedicated mini-symposium.
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 input-output 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.
How is meaning-making understood from a psychological perspective? This course offers an introduction into psychology as an academic discipline in relation to humanistic studies. Psychology focuses on studying and understanding mental processes, such as emotions, but also human behavior and social relations. We will discuss main psychological sub-disciplines, such as neuropsychology and cultural neuroscience, cognitive psychology, psychopathology, social and cultural psychology, as well as read classical texts by Rogers and Frankl.

Throughout the course different psychological perspectives are approached on the basis of five themes/questions: (1) Meaning-making from a psychological perspective (narrative, personality and cognitive psychology) (2) How can neurobiology explain aggressive behavior? (neuro- and biological psychology) (3) What is abnormal behavior? (psychopathology) (4) What is deindividuation and dehumanization? (social psychology) (5) What is happiness? (positive psychology). Throughout the course, we will investigate to what extent psychology helps in understanding human action towards meaning in life and processes of (de)humanization of society. Humanistic psychology will be referred to as counter-perspective towards mainstream psychology, but we will also critically reflect on issues with this view on human beings.
Course Content:

This course focusses on a vital question within Humanistic Studies, namely: how can humanistic practitioners contribute to achieve a meaningful life in a just society through their professional practices? We will focus on the role and significance of (1) worldviews and (2) political emotions in meaning-making – and humanisation processes in society in general and within various humanistic practices in particular. Part of the course is dedicated to studying Martha Nussbaum's book Political Emotions, in which she addresses the pursuit of a just and democratic society and the protection of the rights of citizens. She argues that citizens need to find common ground in their shared engagement with democracy and common humanistic values. Nussbaum discusses the creation of a civic culture, or even a civic religion, that cultivates political emotions which enhance situations in which people are concerned about and involved with each other. She wonders how emotions, such as love and compassion, can be enunciated within policies that strive for ensure justice for all. These issues are relevant for humanistic studies as a field of study that focusses on processes of meaning-making and humanisation and how these two are interconnected in our everyday lives. Religious - and humanist worldviews play a role in how meaning-making and humanisation processes evolve in societies. We will study several examples of how this happens and how worldviews can cultivate pluralism, tolerance as well as polarization in societies.
Course Content:

In this course we focus on welfare states in general, and the Dutch welfare state in specific. We analyze recent social policy changes and their impacts upon various stakeholders, most importantly in the area of labor, care and welfare. Social justice of welfare policy and policy reform is reviewed through a lens of recognition (Honneth) and parity of participation (Fraser). The philosophical debate between Honneth and Fraser on the proper balance between redistribution and recognition will guide us in the analysis of which social problems the welfare state needs to address, and how. Another important perspective of this course concerns the emotional consequences of welfare reform: the moral and social complexity of the emotions involved in lived experiences of welfare reform, which is studied through a sociological lens.
This module is based on the premise that Dutch society and all fields where Humanistic practitioners work are profoundly affected by globalisation processes. This module explores philosophical and historical views pertaining to cultural and religious aspirations, social imaginaries, pluralism and social and ecological justice in a globalising world and connects these to (a) interdisciplinary perspectives in Humanistic Studies and (b) experiences within traditional and new Humanistic professional practices. The notion of ‘pluralism’ is a central focus in this module. Building on the concepts of social imaginaries (Taylor, 2007) and ‘the capacity to aspire’ (Appadurai, 2004), we examine pluralism from three perspectives: (1) a worldview perspective which focuses on new meanings and manifestations of secularity, against the backdrop of the evolving relationship between Humanism and religion; (2) a societal perspective which focuses on effects of globalisation on (a) possibilities to develop new and creative social imaginaries and social practices and (b) tensions and inequalities in society (3) an ecological perspective which focusses on diverse ways in which humans interact with their environments by drawing on pluri-cultural values and their modes of symbolic awareness of the human–earth relationship. The core question in this module is: How do globalisation processes affect aspirations for a meaningful life in a humane society, and how can Humanistic professionals address these aspirations as normative professionals? The module will also draw on social media, films, art and novels as imaginative sources of knowledge about Humanistic Practices in a Globalizing World.
Course Content:

The course has been set up as an introductory course for care ethics. The point of departure is its feminist roots, its contrast to different approaches of ethics and its international development since its conceptual origin. In a structured way we think through what care and care ethics are, we analyze certain key terms of care ethics like ‘relationality’, ‘practice’, ‘policy’, ‘power’ and ‘sentiments’, and look at (the nature of and problems in) concrete care practices. How does care ethics enable us to identify and reframe problems in a different way than in mainstream social sciences and in bio-ethical approaches?
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 lose 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 Koinonia*, 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).
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 historical-gerontological, 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.