Dear Future Inclusion Student,

Thank you for your interest in the Inclusion program! This course guide is structured as follows:

1. The first few pages are the names and course codes of the available Inclusion courses categorized by faculty
2. After this there are additional pages on which the content and aims of the courses are explained

Please read the following information carefully:

- Inclusion works with a first come first serve principle. There are only limited spots available!
- Participation runs according to the order of registration, on the understanding that regular Utrecht University students registered for the study programme will have priority with registering for the courses.
- You will attend regular UU courses, which means that you will have class amongst regular UU students.
- Please remember that if you choose to apply for one of the following courses, you are expected to finish the course.
- Withdrawal without a valid reason either before or during the course will result in you not being able to participate in any Inclusion course in the next block. **Thus, participation and commitment must be taken seriously.**
- Lastly, Inclusion will not refund travel costs to attend courses at Utrecht University. Participants are responsible for taking care of their own travel costs and are required to inform Inclusion before the deadline which is stated in the general letter of acceptance
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<th>Dates</th>
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<th>Extra entry requirements</th>
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<tr>
<td>04-02-2019 t/m 19-04-2019</td>
<td>Differential equations in earth sciences</td>
<td>GEO2-1301</td>
<td>Basic mathematics: GEO1-1120 or GEO1-112 or equivalent</td>
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<tr>
<td>04-02-2019 to 19-04-2019</td>
<td>Physics for Energy and Transport</td>
<td>GEO1-2203</td>
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<tr>
<td>04-02-2019 t/m 19-04-2019</td>
<td>Palaeontology - fauna</td>
<td>GEO2-1215</td>
<td>The student must have a background, or large interest, in Earth Sciences (Geology, Physical Geography or Biology)</td>
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<tr>
<td>04-02-2019 t/m 19-04-2019</td>
<td>Politics of the Earth</td>
<td>GEO1-2414</td>
<td>Enthusiasm and interest in politics and sustainability</td>
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<tr>
<td>04-02-2019 t/m 19-04-2019</td>
<td>European Integration</td>
<td>GEO3-3021</td>
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<td>04-02-2019 t/m 19-04-2019</td>
<td>Innovation Policy</td>
<td>GEO3-2225</td>
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<td>04-02-2019 t/m 19-04-2019</td>
<td>Economics of Innovation</td>
<td>GEO2-2211</td>
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<tr>
<td>04-02-2019 t/m 19-04-2019</td>
<td>Sedimentology and Basin Stratigraphy</td>
<td>GEO3-1319</td>
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<tr>
<td>04-02-2019 t/m 19-04-2019</td>
<td>Regions in Development: Introduction in Development Geography</td>
<td>GEO1-3501</td>
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<tr>
<td>Dates</td>
<td>Course Title</td>
<td>Faculty of science (UU)</td>
<td>Course Code</td>
<td>Extra entry requirements</td>
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<tr>
<td>04-02-2018 t/m 19-04-2019</td>
<td>Statistics</td>
<td>GEO2-2217</td>
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<tr>
<td>04-02-2018 t/m 19-04-2019</td>
<td>Chemistry of Systems of Earth</td>
<td>GEO1-2206</td>
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<tr>
<td>04-02-2019 t/m 19-04-2019</td>
<td>Introduction to scientific computation</td>
<td>WISB356</td>
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<tr>
<td>04/02/2019 t/m 19/04/2019</td>
<td>Turbulence in fluids</td>
<td>NS-376B</td>
<td>Basics of the physical laws of fluid motion, and basic thermodynamics</td>
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<tr>
<td>04/02/2019 t/m 19/04/2019</td>
<td>Organisation and ICT</td>
<td>INFOB1OICT</td>
<td>Inclusion students do the assignments but we cannot commit to grade their deliverables</td>
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<tr>
<td>04-02-2019 t/m 19-04-2019</td>
<td>Climate change in context</td>
<td>BETA-B1KLC</td>
<td>Mathematics B-level and knowledge of Microsoft excel</td>
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<tr>
<td>04-02-2019 t/m 19-04-2019</td>
<td>Anthropology and Sustainability: Contemporary Fault Lines</td>
<td>201800038</td>
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<td></td>
<td>THIS COURSE IS FULL!</td>
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<td>Basic knowledge of social sciences and methods and statistics (e.g., regression analyses)</td>
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<tr>
<td>04/02/2019 to 19/04/2019</td>
<td>Migrants and integration</td>
<td>20180009</td>
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<td></td>
<td>Sensation and Perception</td>
<td>20030072</td>
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<td>04/02/2019 to 19/04/2019</td>
<td>Missing Data Theory and Causal Effects</td>
<td>201500130</td>
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<td>04/02/2019 to 19/04/2019</td>
<td>Children, Youth and Media</td>
<td>20160021</td>
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<tr>
<td>04-02-2019 to 19-04-2019</td>
<td>The Multicultural Society</td>
<td>200401118</td>
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<tr>
<td>04-02-2019 to 19-04-2019</td>
<td>MTS3: Context Clinical Psychology</td>
<td>201700104</td>
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<td>04-02-2019 to 19-04-2019</td>
<td>Coaching and training: theory and practice</td>
<td>200900121</td>
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<tr>
<td>04/02/2019 to 19/04/2019</td>
<td>Topical Issues in Health Psychology</td>
<td>201600028</td>
<td>Prior courses on psychology or health-related studies (including some knowledge on scientific research in general).</td>
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<tr>
<td>04/02/2019 to 19/04/2019</td>
<td>Adolescent Development</td>
<td>200500046</td>
<td>Only if you are able to attend lectures and be actively engaged, take 3 exams and complete the written assignment (research article review) Attended at the very least 1 psychology course.</td>
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<td>Dates</td>
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<tr>
<td>Starts in April</td>
<td>Capita Selecta European Law: EU Asylum Law</td>
<td>RGMUIER110</td>
<td>This course is only 3 weeks and is very intensive</td>
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<tr>
<td>18 February – 11 March</td>
<td>Capita Selecta Human rights and International Refugee Law</td>
<td>RGMUIER216</td>
<td>This course is only 3 weeks and is very intensive</td>
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<tr>
<td>04-02-2019 to 21-04-2019</td>
<td>Public International Law</td>
<td>RGBUIER002</td>
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<tr>
<td>04-02-2019 t/m 21-04-2019</td>
<td>International Economics, Spatial Interactions</td>
<td>ECB2INTE</td>
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<tr>
<td>04-02-2019 t/m 21-04-2019</td>
<td>Gender and International Law</td>
<td>RGBUIER009</td>
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<tr>
<td>04-02-2019 t/m 21-04-2019</td>
<td>International and European Institutional Law</td>
<td>RGBUIER011</td>
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<tr>
<td>04-02-2019 t/m 21-04-2019</td>
<td>Fundamental Rights in Europe</td>
<td>RGBUSBR019</td>
<td>Basic knowledge of European law is helpful, third year course.</td>
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<tr>
<td>04-02-2019 t/m 21-04-2019</td>
<td>Advanced Mathematics</td>
<td>ECB2VWIS</td>
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<tr>
<td>04-02-2019 t/m 21-04-2019</td>
<td>Microeconomics and Behaviour of Financial Markets</td>
<td>ECB3ME</td>
<td>Students should have had at least two levels of microeconomics (introductory, and intermediate level), and one &quot;mathematics for economists” course</td>
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<tr>
<td>Date Range</td>
<td>Course Description</td>
<td>Code</td>
<td>Requirements</td>
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<tr>
<td>04-02-2019 t/m 21-04-2019</td>
<td>International Financial Management (not sure how many, if any, spots)</td>
<td>ECB3IFMIB</td>
<td>At least introductory courses in math, statistics, and (corporate) finance</td>
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<tr>
<td>04-02-2019 t/m 21-04-2019</td>
<td>Corporate Entrepreneurship &amp; Innovation (one spot only)</td>
<td>ECB3CEI</td>
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<tr>
<td>04-02-2019 t/m 21-04-2019</td>
<td>Growth and Development</td>
<td>ECB3GD</td>
<td>sufficient knowledge of economics and mathematics (calculus and optimization)</td>
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<tr>
<td>04-02-2019 t/m 21-04-2019</td>
<td>Foundations of European Union Law</td>
<td>RGBUIER008</td>
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</table>
It is important to note that we can only contact the course coordinator of the department of History and Art History to ask for permission to join the course after 23 January.

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<tr>
<td>04-02-2019 t/m 05-04-2019</td>
<td>The Atlantic World: Europe and the United States, 1776-present</td>
<td>GE2V15002</td>
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<tr>
<td>04-02-2019 t/m 05-04-2019</td>
<td>The Rise of Asia: Explaining Asian Miracles</td>
<td>GE2V15004</td>
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<tr>
<td>04-02-2019 t/m 05-04-2019</td>
<td>Fundamentalism in the modern world</td>
<td>GE2V16002</td>
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<tr>
<td>04-02-2019 t/m 05-04-2019</td>
<td>The Senses in Art and Culture</td>
<td>KU1V16001</td>
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<tr>
<td>04-02-2019 t/m 05-04-2019</td>
<td>Dutch Present Day Society</td>
<td>NE2V14002</td>
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<tr>
<td>04-02-2019 t/m 05-04-2019</td>
<td>Gender, Ethnicity and Religious Practices in European Contexts</td>
<td>VR3V13001</td>
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<td>04-02-2019 t/m 05-04-2019</td>
<td>Postcolonial Europe</td>
<td>VR3V14004</td>
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<tr>
<td>04-02-2019 t/m 05-04-2019</td>
<td>Life writing</td>
<td>EN3V18006</td>
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<tr>
<td>04-02-2019 t/m 05-04-2019</td>
<td>Sociology of Religion: Theories and methods</td>
<td>RE2V18002</td>
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<td>04-02-2019 t/m 05-04-2019</td>
<td>Subcultures: Music, Identity, Media</td>
<td>MU3V14012</td>
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<td>04-02-2019 to 05-04-2019</td>
<td>Human Rights and Bildung</td>
<td>LI3V14203</td>
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<tr>
<td>04-02-2019 t/m 05-04-2019</td>
<td>Religion: Body - Senses - Emotions</td>
<td>RE3V18003</td>
<td>Some prior knowledge in religious studies, anthropology or a likewise field would be preferred.</td>
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</tbody>
</table>
Course goals
All physical laws are given in the form of differential equations. The same is true for the quantitative description of the processes inside the Earth.

The aim of the course is to give the mathematical background to be able to solve the fundamental differential equations occurring in Earth Sciences. Examples are the laws for heat diffusion inside the Earth, the description of potential fields (gravity and magnetism), elastic wave propagation and many processes in geochemistry and fluid migration.

Content
The course contains 3 parts which will allow the student to solve ordinary and partial differential equations.

The first part is concerned with progressions and series and complex numbers, important tools for analyzing and manipulating functions.

The second part introduces Fourier series, and we will see that it is a natural way to describe periodic functions. We then generalize this concept to Fourier and Laplace transforms, which are important examples of integral transforms used to solve certain differential equations very efficiently.

In the last part, we will use the previous tools (and more) to solve ordinary and the partial differential equations. We will make an effort to show representative examples from Earth Sciences.
Course goals

- deduce the relevant physical aspects of a (physical) problem;
- apply the basic principles of physics to predict simple physical situations;
- apply the principles of mechanics and electricity to assess scientific and technological developments;
- understand and explain the mechanical and electrical principles of energy and transport technology;
- compute and calculate theoretical and realistic properties of energy and transport technology;
- enjoy the beauty of the laws of physics.

Content

This course is centered on classical mechanics and electricity, placed in the context of (sustainable) energy and transport. The course guarantees a solid physics foundation for the students, conveying physics methods and approaches that can be beneficial later in their career. The required mathematical skills (trigonometry, calculus, vectors and solving equations) will be practiced and extended throughout the course. The course constitutes a bridge between physics and mathematics knowledge gained in secondary education and more specialized courses in the continuation of the bachelor, and it is especially close to the second-year course Applied Thermodynamics and Energy Conversion (GEO2-2212).
**Cursusdoelen**
The aims of this course are to provide students with knowledge of and insight in the use of fossils - invertebrates and vertebrates - to reconstruct geological time and evolution of life.

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

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

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<td>04-02-2019 t/m 19-04-2019</td>
<td>Palaeontology - fauna</td>
<td>GEO2-1215</td>
<td>The student must have a background, or large interest, in Earth Sciences (Geology, Physical Geography or Biology)</td>
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</table>
Course Content:

In this course, we consider environmental issues as a crisis of governance. The course introduces you to political aspects of anthropogenic environmental change at and across various levels of social organization. It offers a survey of the complex institutional terrain in which environmental change is problematized and tackled, as well as the political and governance processes related to sustainability issues.

At the core of the course are ten ‘storytelling’ lectures that draw on a diverse range of real-world examples, aided by various audio-visual materials. The introductory lecture explores what the politics of the Earth is about and why we study it. The three lectures that follow expose you to different ways in which we apprehend environmental affairs (where we draw boundaries and how we frame problems), how we organize our society in pursuit of sustainability, and some of the key analytical problems of Earth system governance. These lectures on key tools, ideas, and concepts are followed by a series of problem-oriented lectures that focus on different issue areas such as climate, ocean, water, and biodiversity. Governance challenges of each of these environmental problems are studied at a particular scale or level at which the problem is conceptualized and solutions implemented (i.e., global, regional, national, and local). Then these levels and issues are brought together in a separate lecture where we examine the complex dynamics of multi-level, multi-sector governance for sustainability. The concluding lecture discusses some of the key challenges of and opportunities for transformative environmental governance of a ‘new’ Earth in the Anthropocene.

The ten lectures are supported by seven interactive tutorials in five smaller groups students. The tutorials are designed to aid understanding of the politics of the Earth with various interactive activities, games, and analyses, as well as practical exercises for the purpose of assessment.

The course is designed not only to introduce Earth’s politics as a subject of scholarly enquiry, but also to equip you with necessary skills and knowledge to be a change agent for a sustainable future. In the end, you will have a better understanding of how the system of Earth system governance works at and across different levels of social organization, and how its effectiveness could be improved for humanity to navigate through complex, interrelated environmental problems in the decades to come.
Course Content:

The EU is in a crisis. We witnessed a major financial crisis in the EU, and the almost collapse of the Eurozone. In 2015 the influx of asylum seekers was another challenging topic for the EU. A major divide has become visible (again): between the Northern and the Southern part of the EU, between the old and the new member states in Central and Eastern Europe. Perhaps the main reason for the current EU crisis is (geographical) diversity. Many say that further integration is not possible without a political union. But a stronger political union would mean deeper integration, meaning that member states should give up more sovereignty and hand over power to Brussels.

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

- What was the effect of European integration on regional differentiation in the EU? Is EU membership in general ‘good’ for economic and regional development?
- How successful were/are regional funds?
- What are the (geographical) limits of enlargement?
- What are the causes of the eurocrisis?
- How to deal with migration and asylum seekers?
- What effect will the change of the CAP have on regional development?
- What could be the effect of BREXIT?
- What are the challenges of the EU Climate- and Energy policy?

During the course we try to explain the backgrounds of all these problems and dimensions, and will discuss the future of European Integration. There will be lectures and exams, and several debates to discuss the major EU policies. A major component of this courses are debates, with role-playing. Groups of four students take the role of one member states.
Course Content:

This course provides insights into how innovation processes work and what the role and responsibility of the government is for the functioning of innovation systems. Different facets of innovation are discussed, with a focus on the interactions of actors, in the creation of ideas, their application in innovations, and their diffusion. This course also builds bridges between different disciplines in order to come to a better understanding of innovation. The rationales and relevance of science/ industrial / competitiveness / innovation policies will be discussed.

The course starts with an introduction into the meaning of innovation, its economic significance, the roots and development of innovation policy, and a macroeconomic analysis of the economic importance of innovation. Next, issues of knowledge and learning, and the main elements of different types of innovation systems are discussed. The policy implications of all these insights are central in this course. Some examples of major policy issues addressed in this course are:

- How can governments address grand societal challenges through mission oriented research?
- What are the merits and drawbacks of targeted industrial policies?
- How can openness for new entrants be guaranteed, and how can constraints with market and system failures be dealt with? How can this be done while taking into account government failures?
- How can the strengths of the local be combined with the need for openness to the non-local and the global, in organisations, networks, regions, and countries?
- What dilemma's do governments face when funding research?
Content

In the course Economics of Innovation, we focus on the economic aspects of innovation and diffusion at the micro-level of the firms, the meso-level of industries, and the macro-level of the national economies. The first part of the course is about mathematical models of innovation and diffusion, and the role of patents. The second part focuses on innovation and competition at the level of firms, industries and countries using the theory of evolutionary ("neo-Schumpeterian") economics. Finally, we devote special attention to the role of ICTs in the current economy.

Course goals

- understand what an innovation is from an economic perspective;
- understand that investments in innovation are inherently uncertain, and that companies are therefore learning by trial-and-error rational than taking fully rational decisions as assumed in standard microeconomics;
- be able to explain the pros and cons of different technology design strategies;
- mathematically understand how products spread in social networks;
- mathematically understand under what conditions lock-in occurs;
- be able to formulate a business strategy from the outside-in and inside-out paradigm;
- understand the theory of product life cycle model and its implications for industrial dynamics and geographical clustering;
- understand the role of geographical proximity and other forms of proximity in collaborative innovation processes
- understand evolutionary growth theory;
- be able to explain the theoretical basis of competition policy, technology policy, industrial policy and regional policy, and to formulate an independent opinion on current policy;
- write an academic paper
- critically review the literature in a group discussion on the basis of propositions
Content

Allogenic controls on sedimentation
In this course, we examine how tectonics, climate, sea-level, and life affect sedimentary processes on earth’s surface. We use modern analogs to interpret the rock record, but we also consider the possibility that the rock record might record processes and environments that no longer exist (i.e., nonuniformitarianism).
We discuss life as a geologic force and soils as geologic phenomena, and how both impact the character of sedimentation in basins. We consider how detrital sediment is produced by weathering and erosion of preexisting rocks and the interactions between these two processes with climate and tectonics. We study sediment production by organisms, the interaction between organisms and sedimentation, and the topographic signature of life. How did evolution impact earth surface processes? We examine how tectonics influences seawater chemistry and the nature of the sediment produced by organisms. What controls carbonate sedimentation in the ocean?
Students write an essay on a topic related to the allogenic controls on sedimentation. Students are given the opportunity to hand in a draft of their essay for formative feedback.

Basin stratigraphy
In this course, we also examine how landscapes become rock and how basins fill. How can we study the sedimentary record preserved in basins to make environmental interpretations? We examine how changes in accommodation space and in sediment production/supply result in the stratigraphic architecture of basins. What mechanisms generate sequences in basins and how is time preserved as rock?

Applied stratigraphy of the Dutch Central Graben and Terschelling Basin
Students are randomly assigned to a group of three and work on a stratigraphic dataset from the northern Dutch offshore (Dutch Central Graben and Terschelling Basin). Students must attend at least two-thirds of the practical sessions for their practical work to be graded.

Allogenic controls on Neogene sedimentation in the Indus Fan, Arabian Sea
Students work in groups of four on a sedimentological analysis of piston core NIOP 490p1, which was recovered during a Netherlands Indian Ocean Programme cruise of RV Tyro to the northwestern Indian Ocean. The analysis consists of the study of the fabric of the core, using photos and radiographs; study of the texture and composition of each sample, under a stereomicroscope; determination of the grain size distribution of bulk and carbonate-free samples, using a laser diffraction particle size analyzer; determination of the carbonate content using a fast back-titration method; and study of the clay mineralogy by examining X-ray diffractograms.
Most laboratory work will take place on Tuesday afternoons, but some may take place outside scheduled contact hours, by appointment with the teaching assistant, Coen Mulder, in the Gemeenschappelijk Milieulaboratorium (Princetonlaan 8). Honors students, who have other activities on Tuesday afternoons shall carry out all analytical activities outside contact hours and by appointment only. Students are required to prepare and present a poster on the outcomes of their laboratory work and literature study.
Course goals
Upon completion of the course students should have acquired:

- an overview of Development Geography as a sub-discipline;
- knowledge of major current development-related issues in Africa, Latin America and Asia;
- ability to identify, understand and analyse processes of change and development in different regions with a geographical perspective;
- academics skills: e.g. reflective reading, team work, discussion, argumentation, critical use of different media and information, effective presentation, peer review techniques.

Content
This course introduces students to the field of Development Geography. It begins with an overview of the changing position of the Global South in the broader global political-economy, followed by series of lectures on major current development-related issues in Asia, Africa and Latin America. With ample cases, the multi-faced processes of development will be illustrated and discussed, underlining the inter-related economic, social, cultural, environmental and political aspects of development.
Course Goals:
The objective of the course is to get acquainted with statistical analysis methods and techniques that are frequently used in our empirical research.

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

- Determine the appropriate statistical analysis method for a research question;
- Understand the theoretical and mathematical basis of this statistical method;
- Conduct the statistical analysis in SPSS;
- Interpret the findings of the statistical analysis;
- Report on the findings.

Course Content:
In this course we make use of lectures and tutorials/computer practicals. In the lectures the subject(s) is/are explained. In the tutorials and computer practicals you will mainly apply the knowledge by means of assignments. In the computer practical you will use SPSS.

Topics that will be covered are:

- Descriptive statistics
- Explained variance
- Hypothesis testing
- Comparing two groups
- ANOVA with extensions
- Association and controlled associations
- Simple and multiple linear regression
- Binary logit regression
- Factor analysis.
From the big-bang origin of the universe to chemical equilibria in the natural waters, this course will equip the student with the basic (in)organic chemistry to pursue a career in environmental sciences. It covers basic chemistry such as gas laws, thermodynamics, equilibria, phase theory, atom structure, etc., as well as contemporary topics such as ocean acidification, hypoxia, and the origin of the universe and the habitability of the earth.

**Course goals**

After completion of the course, the student is able to understand and predict how processes such as chemical equilibria, acid/base and redox reactions occur in nature. The student will have acquired basic knowledge on chemical thermodynamics, the electron structure of atoms and its relationship with the periodic table. The student will understand how properties and structures of minerals, fluids and gases are governed. Finally, she/he will have learned about the origin of matter, the composition of Earth, instrumental analytical techniques, stable and radiogenic isotopes and about a small selection of minerals.
Course Content:
This course gives a first orientation on Scientific Computing, using a number of case-studies from different fields. The complete Scientific Computing procedure, from mathematical modelling to visualisation of the numerical solutions (simulation), through discretization, algebraic solution methods and implementation will be covered. The focus is on techniques from Numerical Differential Equations and Fourier theory. These are applied to the simulation of pattern formation in hydrological models, as well as reconstruction of images from MR-scan data. Both theoretical and practical, software-related, aspects will be covered.

The course is a good introduction to the specialization Scientific Computing in the master programme Mathematical Sciences. The connection with practical applications is also realized through guest lectures.

Course Goals:
Skills: after completion of the course, the student knows:

- The theory of commonly used methods for numerically solving ordinary differential equations.
- Strong and weak aspects of these methods, in terms of efficiency, reliability and stability.
- which properties of the model determine the efficiency of the solution method.
- that Scientific Computing uses methods from Numerical mathematics, Computer science and the particular field of the application.
- that tuning parameters in the solution method for an optimal outcome requires expertise in all three fields.
- in the professional field of Scientific Computing, team work is essential, but for optimal communication some expertise in all disciplines is necessary.
- that to design an optimal solution method, a sound theoretical analysis must be complemented by well-chosen numerical experiments.

The student can:

- understand modelling arguments and apply them to the situations discussed in the course.
- use elementary techniques to discretize partial differential equations.
- critically evaluate the results of numerical experiments.
- code the numerical solution method in a structured and modular Matlab code.
Course goals
Able to distinguish between laminar and turbulent flows and characterise basic properties of each.
2. Able to perform linear stability analysis of basic examples of fluid flows.
3. Able to analyse basic instabilities and turbulence in fluid flows using key mathematical techniques: Bifurcations and chaos, stochastic events, probabilistic description of turbulent flows.
4. Understand the physical mechanisms associated with fluid instabilities, such as the Kelvin Helmholtz instability and Rayleigh-Benard convection, leading to the transition to turbulence.
5. Understand basic theories on turbulent flows, such as dimensional and scaling arguments, conserved quantities, turbulent energy cascade, Kolmogorov theory and be able to apply their principles for geometrically simple flow conditions.
6. Have basic knowledge on intermittency and other corrections to the simplest theory and understand examples of how to model them numerically.
7. Able to calculate transport properties of basic turbulent flows.
8. Employment skills and knowledge
a. Critically analyse practical problems and express them in physical/mathematical terms.
b. Manage time efficiently and prioritise activities.

Content
Instabilities of flows and their transition to turbulent behaviour are widespread phenomena in engineering, geophysical and astrophysical flows. Turbulence has become one of the most important unsolved problems in classical physics. This course offers the basic knowledge on turbulent fluid flows and their (numerical) modelling. The problem has two aspects: one is to understand why a fluid system becomes turbulent, i.e. shows complex structures both spatially and temporally; the other aspect has the goal to develop a potentially universal model of the transport properties of the flow in different scales. In this course both aspects will be covered using methods from dynamical systems theory (including bifurcation, chaos and fractals) and statistical physics. Exercises will introduce the student to numerical simulation of (turbulent) flows.
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<th>Dates</th>
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<th>Extra entry requirements</th>
<th>Full course description</th>
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<tbody>
<tr>
<td>04/02/2019 t/m 19/04/2019</td>
<td>Organisation and ICT</td>
<td>INFOB1OICT</td>
<td>Inclusion students do the assignments but we cannot commit to grade their deliverables</td>
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**Course Goals:**
The course has the following intended learning outcomes that the successful student should have achieved by the end of the course:

- Know and explain the main organizational theories that explain how organizations work
- Know and explain the fundamentals and the challenges of integrating ICT within an organization
- Know the key types of ICT systems, illustrate how they support an organization
- Critically analyze the ICT systems that are embedded within one organization
- Effectively use modeling techniques and frameworks to analyze an organization

**Course Content:**
Organisation and ICT (OICT) is an English-taught course that introduces the students with the interplay between organizations and information & communication technology (ICT). The main thrust behind the course is to create awareness and deliver knowledge on the importance of considering ICT within the context of the organization(s) that make use of ICT systems. OICT is an essential component of the information science curriculum (informatiekunde), but it is also useful for students attending computer science (informatica). OICT is about understanding and analysing an organizational context where an ICT solution is to be devised, in order to identify the problem and the needs in that context. This is a preliminary and necessary step to the design and engineering of information systems—taught in the follow-up course Informatiesystemen—that fulfill the identified problems and needs.

In order to achieve these objectives, the course will be taught as an interplay of lectures, practical activities in the lab, and guest lectures on selected topic given by experts in the field. An integral part of the course will be a project, delivered by weekly or bi-weekly assignments, where groups of students will take an organization of their choice, and will use various modeling techniques and frameworks to represent and analyze the organizational structure, business processes, business strategies, security and risk, knowledge management, and strategic objectives.
Course Content:
In this course the buildup of climate change models is central. We will start with a very simple model of the surface such as the earth that is heated by beams from the sun. Step by step, we will expand this model to a simple climate model in which different concepts of biology, physics, chemistry and mathematics will play a role. Furthermore, we will have a look at complex scientific climate models and how they work. Lastly, climate projections such as those presented by the intergovernmental Panel on Climate Change (IPCC) will be examined.

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<tr>
<td>04-02-2019  t/m 19-04-2019</td>
<td>Climate change in context</td>
<td>BETA-B1KLC</td>
<td>Mathematics B-level and knowledge of Microsoft excel</td>
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Course Content:

Sustainability has become a vantage point for addressing, debating, and negotiating multiple challenges of the contemporary world, such as climate change, environmental pollution or inequalities. This course will unpack ‘sustainability’ as a contested terrain where scientific expertise, political agendas and mobilisations, and the everyday confront each other on multiple levels. The key topics covered in this module focus on waste and value, global/local food regimes, the social aspects of infrastructures, contestations around fossil and renewable energy, and the politics of sustainability. To address these topics, we will primarily draw on ethnographic material to make us aware how the discourses on sustainability shape and are shaped by different actors in the context of everyday life.

This course will develop students’ awareness of the strengths and limitations of anthropological perspectives on sustainability, and more generally how these influence larger debates on the anthropological study of economy, politics, environmentalism, globalisation, and citizenship. The course will combine lectures, section meetings, excursions and practical assignments to equip students with analytical vocabulary and skills to critically engage with the burning issues of sustainability in the contemporary world.
Course goals

- Students will obtain knowledge and insights in the main theories, research questions, empirical findings and policy in the field of migration, ethnic relations and integration of migrants.
- Students will be able to apply these insights to a particular problem in the field of migration, ethnic relations and integration of migrants.

Both goals will be tested by means of a written exam; while the second goal is tested by means of a few written assignments and a final paper.

Content

The course focuses on main theories, research questions, empirical findings and policy issues in the field of migration, ethnic relations and integration of migrants. The course starts with the topic of international migration by discussing historical trends in migration, types of immigrants, main theories on why people migrate and a few empirical studies testing theoretical explanations in a particular context. Attention will be paid to immigration policy by discussing rationales and trends in (restrictive) immigration control policy and studies on its effectiveness. Subsequently, the course focuses on socio-economic and cultural integration by discussing the main theories and empirical findings on integration outcomes such as position on labour market and identification with national and ethnic group. Why is the unemployment level among (certain) immigrant groups relatively high and what are the explanations for a relatively weak identification with the national group or country of residence? The topic of interethnic relations will be discussed from the perspective of the immigrant (group): To what extent have people with a (particular) immigrant background negative or positive attitudes towards the national group and other immigrant groups? And to what extent are the main theories on negative intergroup attitudes, mostly developed and tested from a majority perspective, relevant for immigrants’s attitudes towards other...
For international students interested in taking the course 'Sensation and perception' the following applies:

Sensation and Perception is the oldest research area in psychology. Today sensation and perception is being investigated from within psychology, physics, biology and (cognitive) neuroscience. In order to be able to participate in this course, knowledge of at least one of these fields, in particular (cognitive) neuroscience or psychology, is advised.

Learning objective
After completing the subject, the student will:

- have knowledge about the structure and function of human senses and the neuronal processes underlying human perception;
- be familiar with the methods used to obtain such knowledge;
- understand the interrelationships between the senses and how they relate to actions;
- have explored a specific topic in the field of perception more closely;
- be familiar with passing on academic knowledge to fellow students.

Relation between assessment and objective
The theoretical component will be assessed by means of a written exam, while passing on academic knowledge will be assessed by means of presentation sessions.

Summary
Perceptual psychology is the oldest and most highly developed field of psychological research. As people constantly interact with the outside world via their senses, every field of psychology and social science has to deal with the limitations and possibilities of human perception. Our senses (sight, hearing, touch, smell and taste) enable us to perceive the world around us. Communication or interaction with the world around us is impossible without perception. Research has demonstrated that traditional categorisation into five senses is but the first level of distinction. Each of the senses can be further specified, for example, colour vision and pitch, pain and temperature perception, etc. Perception is closely intertwined with other cognitive abilities, several of which will be exemplified during the course.

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

The problem of missing data seriously complicates the statistical analysis of data and simply ignoring it is not a good strategy. In this course students get acquainted with missing data theory and causal effects, they will learn that these fields are related, and they will learn how to solve the missingness problem by means of imputation (filling in the values) and by means of clever research designs that allow for missing values without influencing the validity of the research results. Students will learn how to solve basic missing data problems by designing, performing, interpreting, and evaluating analyses on incomplete data. This course makes students better equipped for a further career (e.g. junior researcher or research assistant) or education in research, such as a (research) Master program, or a PhD.

At the end of this course, students are able to:

1. apply and interpret the basic methodological and statistical concepts that are associated with doing causal and/or inferential research when not all collected data are observed;
   a. explain concepts from inferential statistics, such as correlation and regression.
   b. make an informed choice for research designs that minimize missing data problems.
   c. apply and explain the choice for techniques to investigate missing values.
   d. apply and explain the concept of multiple imputation.
   e. interpret statistical software output and report software output following APA reporting guidelines.
   f. explain and conceptualize causal inference and its relation to missing data theory.
   g. perform the different steps in solving basic missing data problems and report on these steps.

2. apply and interpret important techniques in missing data theory and the theory of causal effects;
   a. perform, interpret and evaluate quantitative (causal) analyses on incomplete data with statistical software.
   b. perform causal analyses in statistical software.

Course content:

In eight weeks you will learn the basics of missing data theory and causal effects, and the connection to research philosophy. During every lecture we will treat a different theoretical aspect. Following each lecture there will be a computer lab meeting that connects the statistical theory to practice, as well as a workgroup meeting wherein you will work on solving your own missing data problem.
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<tr>
<td>04/02/2019 to 19/04/2019</td>
<td>Children, Youth and Media</td>
<td>201600021</td>
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**Course goals**

Media play a central role in the lives of youth. Recent reports show that children between 4-7 years of age spent on average 2.5 hours a day with media. Adolescents, with their prolific social media use, spent even more than 8 hours a day with media. In this course we will investigate how children develop as media consumers and how their cognitive, emotional and social development influences media use and media preferences. We will also examine the influence of media use on behavior. Questions such as “Do children become aggressive when they play violent videogames?”, “How does internet-porno influence adolescents views of sex?”, “Can children really learn from educational television and apps?” will be discussed. Finally, we will look at media in a broader context. We will investigate how parents and peers can influence media effects and preferences, and study cultural difference in media use and effects.
Content

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

Our main question is: how does ethnic and cultural diversity as an empirical reality lead to new forms of integration and social cohesion or to nativist backlashes - such as nationalism, xenophobia and new racisms? To answer this question it will not be sufficient to regard only the 'foreigners' or 'aliens' as problematic; each society - including all its members - stands for the problem of creating a satisfactory form of pluralism in which various groups are able to live together successfully. This implies that it is important to look at the ways nation-states give access to citizenship and how claims of migrants are acknowledged or resisted. You are asked to (critically) examine the main question by using concepts and theories on multiculturalism derived from different disciplines. The subjects discussed within this course are: migration, multiculturalism, citizenship, refugees in Europe, settlement, acculturation, xenophobia and racism, (right-wing) populism, policies of integration, the challenge of Islam, identity, cultural diversity and cultural war(s).
Note: This course is taught together with, and at the same time as, the other three MTS3-Psychology courses. After the general part the 4 tracks separate into the track-specific parts.

Each lecture starts with the relation between a psychology research topic and the methods and statistics used in the research. This lecture touches upon the link between the research question and formulating a hypothesis, which is studied and tested with statistics. During the lectures about multivariate methods, the focus will be on using these techniques responsibly in practice.

In the instructional lectures, the analysis techniques will be discussed more elaborately, using i.a. SPSS output. Again, the emphasis will be on avoiding, and dealing with, problems one could encounter when using multivariate analyses. This course addresses multiple regression, moderator and mediator effects, analysis of variance, analysis of covariance and repeated measures analysis of variance (including mixed designs).

During the small-group sessions students will practice the interpretation and judgement of methods and results from existing articles describing psychological research in detail. SPSS skills for the techniques discussed in the course are acquired through self-study. Clear end terms, practice material and practice SPSS tests will be available on Blackboard. Students in the track 'Clinical psychology' will attend three small-group sessions in which existing knowledge on methods and techniques of analysis commonly used in clinical psychology will be extended. Students will practice with the interpretation of results, the identification of methodological problems and choosing the correct analysis techniques based on existing articles. The track-specific part will be examined separately.
Course goals
The goal of this course is to get students acquainted with the intriguing field of health psychology. It covers topical issues such as the interaction between psychological factors and the immune system, psychosomatic disease, and psychological determinants of a range of behaviors that are related to health (such as eating, smoking, exercise and sleep). The course will address both physiological and behavioral pathways through which psychology and health mutually affect each other, and topics range from everyday health challenges (e.g., overweight) to clinical conditions (e.g., chronic diseases). In addition, the course will also address issues related to the use of the health care system such as patient-provider interaction, and discuss new opportunities for intervention such as e-health.

After this course, students should be able to:

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

The first goal will be assessed in a written exam at the end of the course testing students' knowledge and understanding of the literature and lectures. The last two goals will be assessed with assignments during the course.

Content

Many people need to deal with challenges to their health such as chronic diseases, pain and other symptoms, stress, addictions, or sleep disturbances. Considering the high priority assigned to health by individuals as well as societies, it is important to understand the interplay between psychological, physiological, and social processes in this context. Health psychology offers the knowledge and tools to gain insight in and support people with problems in the area of health and disease. In particular, it is concerned with understanding psychological influences on how people stay healthy, why they become ill, and how they cope with illness.
Coaching and training is all about facilitating learning for individuals and groups/teams. The knowledge and skills that are necessary for coaching and training are important for academic professionals who are going to support co-workers or clients. Coaching is directed at fostering self-directed learning and personal growth. The coach aims at enlarging problem solving and self-regulating skills of individuals or teams. Coaching is more about asking the right questions than telling people what to do. Coaching involves working towards the goal the coachee has set for him- or herself in collaboration with the coach. Training involves designing a learning environment (the workshop) for a group and to subsequently deliver this workshop to the target audience. A workshop aims at activating the participants to acquire knowledge, understanding and skills with regards to a given subject. When this is done in an effective way, the workshop facilitates change to achieve individual and organizational goals. The course gives the opportunity to acquire experience with coaching and training. Students are asked to take on the different roles of coach and coachee, of trainer and workshop participant, because the change of perspective will lead to a deeper understanding of effective coaching and training. The theoretical knowledge about coaching and training helps you to place your experiences in a wider scope of reference and provides a framework to reflect on your learning process. Theory is used as a source of inspiration for the coaching process and workshop design and it is used to attain a well-founded self-reflection. Theory and practice combined lead to your own perspective on coaching and training.

### Content

Coaching and training is all about facilitating learning for individuals and groups/teams. The knowledge and skills that are necessary for coaching and training are important for academic professionals who are going to support co-workers or clients. Coaching is directed at fostering self-directed learning and personal growth. The coach aims at enlarging problem solving and self-regulating skills of individuals or teams. Coaching is more about asking the right questions than telling people what to do. Coaching involves working towards the goal the coachee has set for him- or herself in collaboration with the coach. Training involves designing a learning environment (the workshop) for a group and to subsequently deliver this workshop to the target audience. A workshop aims at activating the participants to acquire knowledge, understanding and skills with regards to a given subject. When this is done in an effective way, the workshop facilitates change to achieve individual and organizational goals. The course gives the opportunity to acquire experience with coaching and training. Students are asked to take on the different roles of coach and coachee, of trainer and workshop participant, because the change of perspective will lead to a deeper understanding of effective coaching and training. The theoretical knowledge about coaching and training helps you to place your experiences in a wider scope of reference and provides a framework to reflect on your learning process. Theory is used as a source of inspiration for the coaching process and workshop design and it is used to attain a well-founded self-reflection. Theory and practice combined lead to your own perspective on coaching and training.
This course focuses on the intra- and interpersonal changes that occur during the adolescent period. These changes will be primarily defined and analyzed using a lifespan developmental perspective. This course will focus on changes that occur within the adolescent (including changes related to biological, socio-emotional, cognitive and moral development) as well as changes in the social context (including changes in family relations and peer relations and the larger society). Lectures focus on traditional and new theoretical perspectives on adolescent development, contemporary research that tests and informs these theories, and how theory and research relates to policy and practice. The final grade for the course will be based on grades from 3 exams and 1 written assignment (divided into 2 parts). The exams and written assignment each constitute 25% of the final grade.

Assumed knowledge
For international students interested in taking the course Adolescent Development, it is desirable that they have successfully completed an introductory psychology course and a developmental psychology course and have at least a basic knowledge of statistics and research methods. Students should be second or third year students who are studying psychology or a related field in their home university.
Content

This course covers the core issues of European law that define the scope of international protection from a comparative and integrated perspective which focuses on the refugee definition and protection under the 1951 Refugee Convention and the ways the European Union (EU) has been developing a Common European Asylum System to offer protection to refugees and other ‘forced migrants’. The CEAS is currently under reform and several options, including relocation, resettlement, humanitarian visa, have been considered to strengthen the effectiveness of the system while ensuring high guarantees for the applicants. All these options will be considered in order to reflect on possible corrections and measures than improve the sustainability of the CEAS.

The course, therefore, aims to provide students with a critical understanding of the content, workings and shortcomings of European migration law and policy, taking into consideration the challenging interactions between international law, EU law and domestic law. By actively engaging with the readings, lectures and class discussions students will develop skills of legal analysis, synthesis and argumentation so that by the end of the course, students will have an understanding of both the potential, and the limits, of the scope of international protection under EU law.

Students will have the chance to set up a legislative laboratory and elaborate recommendations to recast the existing legislation. To this aim students be divided into groups. Each group will analyse a specific legislative proposal and give a collective presentation on the main recommended amendments. During the last week of the module, you will present and defend your proposals and discuss the proposals of your fellow students.
Course goals

After this course:

- Students will develop a comprehensive understanding of the definition of a refugee in the light of the human rights paradigm;
- Students will reflect on key challenges in the international protection regime;
- Students learn to identify and, where appropriate, distinguish the different needs for protections by an in-depth analysis of international and domestic case law;
- engage in detailed analysis of a single issue of particular interest through independent as well guided research and writing.

Content

This course serves as a general introduction to International refugee law. The course includes 5 weekly lectures of 2 hours each that are ideally divided into two core learning blocks:
1) a core block on Refugee Qualification which aims to answer the key questions of international refugee law, namely: who is a refugee, what is a refugee fleeing, who cannot be anymore or deserve to be a refugee. It will address all issues related to the inclusion, exclusion and cessation clauses (crucial concepts, such as alienage, asylum, persecution, refugee protection, serious harm, will be explored and the interrelationship between IRL and IHRL will be taken constantly into consideration);
2) a core block on Complementary Protection, which will focus on subsidiary and temporary protection as especially stemming from the core obligations under the principle of non-refoulement in IRL and IHRL.

The 5 lectures will focus on the core theoretical concepts that students are required to learn to master key concepts of international and European refugee law, they will follow a practical and interactive pedagogy, including a range of activities such as learning how to search for and read refugee law materials, cases to be collectively debated and solved, screening parts of documentaries (e.g. Well-founded Fear), brainstorming session, guest lectures with practitioners. To this extent, classes will provide students with an opportunity to engage with case law to reason on and apply basic theoretical concepts.

Students will be divided into groups. Each group will be “on call” for one of the weeks of the course. “On call” students have 2 particular duties:
a) identify and elaborate 2 short questions/comments from relevant Basic readings that will be submitted a few days before class and will be presented and discussed in class;
b) be prepared to take the lead in responding to questions about the cases under discussion.
Content

The Public International Law course aims to introduce the students to the most important general tenets of international law. These are the following: the nature and structure of international law; the sources of international law, with particular attention to treaty law; the subjects of international law, with particular attention to the individual (including human rights and international criminal law); jurisdiction and immunities; state responsibility and the responsibility of international organizations; the international law of peace and security and the role of the United Nations therein; peaceful settlement of disputes; international economic law, the law of the sea and international environmental law.

We will study the societal and political context in which international law functions, and through which the law has adapted and evolved over time. Plenty of attention will be paid to the social context of international law, with seminars in which the students are taught to apply the legal framework to current and pressing issues and debates. In addition to the social context of international law, we will pay particular attention to the discipline’s so-called "academic context". We will, for example, discuss the importance and effectiveness of international law in the context of the study of international relations.

There are no lectures in the formal sense of the word. Instead, intensive use is made of knowledge clips, as well as weekly digital questions and answers (Q&A) sessions, which are moderated by the lecturer. Each week, students are supposed to read one or more chapters of the textbook. General questions given by the lecturer will guide the students’ reading. The knowledge clips restate the basic principles of each chapter. By (each) Monday noon, students can ask questions arising as a result of their reading of the textbook. The lecturer will cluster the questions and will answer them by Tuesday afternoon. If issues remain unclear, students have another opportunity to ask questions by (each) Friday noon. The lecturer will answer these by the following Monday. In the last week, a final digital Q&A will be organized in preparation of the exam.
Content

*This course cannot be combined with 'Introduction to the Economics of European Integration' (EC2IEEI).*

Globalisation refers to the growing interdependency between nations and firms through international trade and factor mobility. Understanding the process of globalisation requires the perspectives of many different disciplines, of which International Economics (international trade) and International Business (international investment and multinational enterprises) are two of the most relevant. The course International Economics, Spatial Interactions combines insights of these two complementary fields and offers an integrated perspective on the (changing) role of nations and firms in the global economy, with a clear focus on the spatial implications.

The course covers the theory and practice of globalisation, including international trade, the multinational enterprise and foreign direct investment (fragmentation, outsourcing). The main theories with respect to international trade will be analysed at length. Special attention will be given to the implications of trade for the distribution of income.

Trade policies are used to stimulate as well as to frustrate the international exchange of goods and services, both at the national and the supranational level (WTO; regional trade blocs). The focus in the second part of the course will be on the theory and practice of trade policies and the main institutions and players in the field of international trade.
Content

The image of blindfolded Lady Justice is well-known. The blindfold indicates the impartiality of the law. Justice must be done regardless of class, power or identity. However, in everyday practice law’s blind neutrality does not always work out the same for everyone. A famous quote in this context is from Anatole France. In 1894 he wrote: ‘The law, in its majestic equality, forbids the rich as well as the poor to sleep under bridges, to beg in the streets, and to steal bread.’ Class and money are not the only elements causing different legal effects. The law is similarly biased in many other respects, due to many different factors, one of which is sex / gender (gender refers to the social, cultural and institutional construction of what it means to be a man or a woman). Gender bias is a multi-layered phenomenon. It is quite common to distinguish three forms of bias in law: first at the level of legal provisions itself, secondly regarding the effects of law in practice due to differences in position of men and women, and thirdly at an institutional or systematic level: invisible obstacles for an impartial application of the law such as sex-stereotypes and dominant gender ideology.

After an introduction to the theory, three major themes in international law – think of human rights, international criminal law and migration/refugee law - are explored from a gender perspective.
Course goals

After this course:

- the student has enhanced knowledge and understanding of issues of international and European institutional law.
- the student is able to conduct research and present the outcome of it in a written paper in English.

Content

The institutional law of international organisations comprises those rules of law that govern their legal status, structure and functioning. Since this course is a capitae selecta, a selection of the core issues in this field will be made, such as international legal personality and the powers of international organisations, their decisions and decision making, as well as the control of and by international organisations, including dispute settlement. After a thorough study of the selected issues, those issues will be analysed more in-depth with regard to one or more international organisations (for example the UN and WTO). Whilst the first half of the course will focus on international organisations in general, the second half of the course will be devoted to the European Union. The same issues will be addressed in both parts of the course. While studying the selected topics, the historical context and the societal forces that explain their existence and functioning will be discussed. The tension between the intergovernmental and supranational method of cooperation will serve as a leitmotiv throughout the entire course.
### Course goals

1. **Knowledge, understanding and insight**

   - issues (e.g. relationship between the ECtHR and the ECJ; relationship between, respectively, the ECHR and the EU Charter and the constitutional protection of fundamental rights in the member states; the effect of the guiding principles of subsidiarity, effectiveness and attribution; the procedure before the ECtHR and the differences with the procedures before the ECJ; admissibility issues).
   - Main principles and legal aspects of European fundamental rights law (e.g. structure of fundamental rights provisions; positive/negative obligations; interpretation methods; requirements for restriction).
   - Main substantive debates on fundamental rights law (e.g. proliferation of rights; civil and political rights vs. socio-economic rights).
   - Selected issues of human rights and related legal and normative issues (right to life and integrity, non-refoulement, private life and data protection, freedom of religion, freedom of expression, freedom of demonstration and assembly, internet freedom, social and economic rights, human rights in states of emergency).

2. **Contextual embedding and normative perspectives**

   - Interconnect legal questions relating to European fundamental rights to institutional and political issues of sovereignty and responsibility (e.g. understanding the reason for setting certain admissibility criteria or the use of the margin of appreciation doctrine)
   - Interconnect issues of European fundamental rights law to philosophical, moral and theoretical principles of fundamental rights protection (e.g. human dignity, personal autonomy, democratic participation).
   - Understand the political and academic debates on the interaction between ECHR, EU and national fundamental rights protection and formulate arguments to contribute to those debates.
   - Identify and define the different non-legal arguments relevant to the legal solution of concrete cases on fundamental rights (e.g. institutional and moral arguments related to European decision-making in cases concerning the freedom of speech for politicians).
   - Grasp the core of philosophical and theoretical debates on, amongst others, the universality of fundamental rights and the proliferation of these rights.

3. **General academic and legal skills and competences**

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

Learning objectives
At the end of this course students are able to:
• use mathematical tools correctly;
• apply mathematical techniques to solve a range of different economic problems;
• give solutions in a clear and structured way;
• understand why mathematical tools work;
• understand mathematical proofs and be able to prove simple results

Content

Mathematics is an important tool for economics. Most of the economic theories are formalised using mathematical models. As a result, knowledge of mathematical techniques that are often used in economics is a prerequisite for reading and understanding many of the papers published in economic journals.

The course builds on the knowledge acquired in the first-year course Mathematics for economists. This course explores the following topics: linear algebra (vectors and matrices), functions, differentiation, integration (integrals by substitution, by parts, improper integrals, multiple integrals), unconstrained optimisation, constrained optimisation with equality constraints, concave programming, envelope theorem, Taylor series expansion, differential equations, difference equations, systems of differential equations.
Content

In basic microeconomics courses, it is explained how consumers choose between goods to maximise their utility at a certain point of time. In reality, consumers live over several periods, and face uncertainty about the future. Income fluctuates across time and across the different possible scenarios that the consumer can face. Given this fact, the consumer wants her consumption to remain smooth across time (saving/borrowing) and across scenarios (insurance), hence the need for financial markets.

After an analysis of consumer decision making over time and in case of uncertainty, the course uses the Arrow-Debreu general equilibrium model to show how consumers may achieve an efficient market equilibrium when exchanging securities with one another. Yet, as next shown in the course, many deviations are observed empirically from the assumed rational consumer behaviour on which the general equilibrium model is based (micro puzzles). Also, some observed facts about financial markets, such as the equity premium puzzle, contradict the predictions of general equilibrium theory (macro puzzles). It is shown how these deviations and puzzles can be explained by a more psychologically-based theories of behaviour under uncertainty (prospect theory) and behaviour across time (hyperbolic discounting).
In this course, we focus on managerial finance from an international perspective. Over the past decades, increased trade and financial liberalisation as well as improved communication and transport technology encouraged many non-financial firms, institutional investors and banks to become Multinational Corporations (MNCs). Firms operate and compete internationally and have to adapt to a rapidly changing environment.

In this course, we cover three main issues in financial analysis. First, we investigate the institutional and operational characteristics of international financial markets. We provide an overview of the international financial system and its main players, as well as a framework of international parity conditions to enable a deeper understanding of currency risk. Of course, the latter is crucial for the financial management of the firm. Second, we analyse different financial instruments and strategies that firms can use to cope with currency risk. Hereby, we introduce currency swaps, options and futures. Third, we focus on more general financial and non-financial MNC strategies with respect to foreign market entry and cross-border investments, capital budgeting, and capital structure which play a role in the valuation and structure of MNCs.
In the quest for sustainable competitive advantage, companies are increasingly finding that lower costs, higher quality and better customer service are not enough. In times of increasing globalisation and tremendous market and technological change, they must be faster, more flexible, more aggressive and more innovative in order to maintain their competitive edge. In short, they must be more entrepreneurial.

Entrepreneurial processes are not limited to the domain of independent new ventures, increasingly also being recognized as essential to the long-term viability of existing organisations. Corporate entrepreneurship (CE, often also referred to as intrapreneurship) involves the study of entrepreneurial processes and principles as applied in established organisations. It denotes the ability to stimulate the attributes of the small enterprise into the large, established organisation, i.e. to import the logic of individual entrepreneurship and the entrepreneurial spirit. CE characterises a new management philosophy that promotes strategic agility, flexibility, creativity, and continuous innovation with the aim of transforming administrative-oriented employees into entrepreneurs.

In this we course explores the practices and challenges involved in established companies engaging in CE. It reviews how companies can rely on strategic innovation to continuously renew themselves (i.e. their products or services), their markets, or their industries. As the link between innovation, entrepreneurship and strategic growth has become centrally proclaimed and emphasised, this course is further designed to provide the student with a basic understanding of how innovative activities of a company are managed. Companies must do so, because new products based on innovation in a Schumpeterian sense are essential for increased profitability and growth.

The course deals with both the conceptual and practical meaning of CE. Several theoretical perspectives will be introduced, emphasising both the capabilities for CE and the constraints working against entrepreneurial behavior. On a practical side, the course will provide you with tools to formulate corporate strategies and to create organisational structures that foster CE. The course is characterised by a multidisciplinary approach and combines insights from economics, entrepreneurship research, sociology, psychology, and strategic management.
Content

Growth and Development builds on concepts and theories presented in some first and second year courses, such as Multidisciplinary Economics and Intermediate Macroeconomics. We take a multidisciplinary approach in the course, by exploring the relationship between growth and development with, for example, institutions, the environment, geography, and biology. We extend the Intermediate Macroeconomics course, which covers long run processes of economic growth, to explain persistent differences in income levels around the world by focusing on developing countries.

Human development has many facets other than pure economic growth. We analyse these facets from an economic perspective in combination with insights from other disciplines.

- We start the course by presenting a general overview of the world today regarding living standards, education, health, inequality, and longevity. We discuss questions such as: what is development and how do we measure it?
- We continue by discussing the fundamental factors of economic development, including history, colonialism, geography, and institutions. We also explore issues related to human interaction through trade flows, capital flows, transfers of knowledge, and institutional developments.
- Next, we analyse important problems of human development facing developing countries today, such as inequalities & gender issues, health, demographic transition, education, and poverty.
- Towards the end of the course we combine several ideas introduced in the initial lectures into a new perspective on the increasing importance of location in economic development, including geographical economics and multinational firms.

We conclude with issues of global governance, by discussing global leadership, public goods, global threats, fragmentation, and conflicts.
The departments of European Law (EL) and Public Economic Law (PEL) offer an introductory course on the Law of the European Union (EU) to all students without any foreknowledge of European law, be it law students or students from other disciplines (such as economy, sociology, history and the exact sciences). Topics to be dealt with include:

I. EU Institutional Law
- Introduction: general aspects of EU law, structure of the EU;
- EU Institutions and decision-making processes and legal instruments;
- Supremacy, direct effect of EU law, reception of EU law in Member States and state liability;
- Judicial protection: how to enforce EU law?

II. EU Substantive Law
- Internal market I: introduction to free movement principles, free movement of goods;
- Internal market II: free movement of services and persons;
- Internal Market III: European Union citizenship;
- Internal Market IV: introduction to competition law.

The principle aim of this course is to help students to achieve a critical and informed understanding of the way in which European Union law operates. It offers a general overview of the core principles of the treaties of the EU, secondary legislation and case law.
Content

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

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<th>Course Title</th>
<th>Course codes</th>
<th>Extra entry requirements</th>
<th>Full course description</th>
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<td>The Rise of Asia: Explaining Asian Miracles</td>
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### Content

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

### Course goals

To acquire knowledge of the political and economic history of East and Southeast Asia in the twentieth century; to analyse the various debates and interpretations on the rise of Asia; to develop the ability to design a research project and to collect and analyse the relevant source material and literature; to present the results of the research in a well-structured way in oral and written form.
Religious fundamentalism is one of the great challenges facing modern civilisation. Since the end of the Cold War, efforts to fight religious fanaticism have even played an imperative part in the foreign policy of Western powers. Domestic politics, meanwhile, has become dominated by populist parties that feed on fears concerning the Islamisation of society, while conceptions of religious oppositions are shaping the debate about migration and integration within Europe. Religion continues to play a key role in the Western world, offering a vehicle for differentiation, cohesion and identity. In this sense, the clash between religious cultures is also giving rise to questions about the historical foundations of European civilisation.

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

This course considers the phenomenon of fundamentalism through a cultural-historical prism, placing historical expressions of Christian and Islamic fundamentalism within the historical context of modernisation, secularisation and national identity from the Enlightenment to the present day.
In the course, we question Western ocularcentrism and the modernist segmentation of our sensory functions and sensorial experiences. Students are familiarized with philosophical, artistic and scientific ideas that questions the supremacy of the eye, the modernist hierarchy of the senses and the division of our sensory functions. Through lectures, guest lectures, museum visits, experiments, discussions and the intensive study of texts students will learn to be more attentive to how our sensorium functions. They will learn to analyse art, film, fashion, design, consumer goods, environments… from a multisensorial perspective and they will learn to take the interrelations that exists between the different senses into account in their scientific work.

**Course goals**

- knowledge and understanding of the art and cultural history and theory of the senses, including the visual sense
- knowledge and understanding of art and performance as a potential locus for sensory experiment
- critical awareness about the commodification of the senses
- a skills set enabling them to think, act and communicate at an academic level and in line with academic standards of conduct ('academic integrity').
- explore a broad theoretical field (sensory history and theory) and critically evaluate different interpretations of issues having to do with the history and theory of the senses and formulate their own viewpoint;
- work in accordance with academic standards.
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

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

Course goals

1. Students will acquire knowledge of and insight in different approaches towards gender, ethnicity, religious practices and intersectionality
2. Students will become familiar with critical epistemological approaches to knowledge
3. Students will acquire the tools to critically reflect on culture and society, and a range of phenomena within it.
4. Students will learn to think intersectionally, reflecting on how gender, ethnicity/ "race", class and sexuality co-construct each other.

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<td>Gender, Ethnicity and Religious Practices in European Contexts</td>
<td>VR3V13001</td>
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Content

This seminar offers an exploration of postcolonial literatures and other media in Europe, focused on issues such as borders, memory, identity, ethnicity, migration, and representation of otherness. The notion of Europe, and European identity will be analysed and deconstructed from a historical and postcolonial perspective engaging with the fields of postcolonial theory, gender studies, media studies, literary studies and European studies as well as political theory, sociology, religious studies, migration and conflict studies. Seminar meetings will be led by several instructors -- including invited guest speakers -- who will approach the field from different linguistic and disciplinary perspectives.

Course goals

Study Europe's internal forms of colonial/postcolonial relations. Learn to apply postcolonial analytical tools at cultural, social, and textual level. Develop skills in order to carry out research using comparative methodological instruments.
Stories drawn from lived experience are a powerful force in English language culture and society. This course will examine the core themes and issues raised by a variety of cultural forms that take ‘lived experience’ as their base, such as biography, memoir, autobiographical poetry and fiction, the essay, documentary, and social media. The questions explored in the course include: how do life writers establish the veracity of their narratives? How do they negotiate the need to ‘tell the truth’ of their experience with the desire to tell an engaging story? How is life writing received by audiences, and what kinds of contributions does it make to cultural, political and social debates? How do we respond to the complex ethical terrain of writing and reading stories based on real people and real events? Students will be introduced to the importance of confession, testimony, witnessing, and documentation to a range of life writing forms in developing answers to these questions.

Course goals

In-depth knowledge and understanding of primary genres of life writing; in-depth knowledge and understanding key theories of life narrative; ability to select and analyze relevant primary and secondary sources and to produce original scholarly work on the topic of the course.
Content

The "come back" of religion is subject to much public debate. While church membership and attendance in mainstream Christianity declines in Northern Europe, the evangelical movement thrives. With the arrival of migrant churches, Islamic groups and New Age, the religious field is diversified. All over the world, religious revival movements manifest themselves as major public players, often by making prolific use of the latest media technologies. Scholars agree that secularization theory, which assumed that modernization entails the decline of (the public significance) of religion, has lost its explanatory power. How to develop adequate theories and methods to grasp the place and role of religion in the 21st century is the burning question in the sociology of religion. In the first part, this class introduces foundational thinkers and key concepts, including the rise and critique of secularization theory and post-secular concepts. Exploring the various concrete manifestations of religion in our time (including New Age and the search for spirituality, the rise of transnational Pentecostal and Islamic movements, and the resilience of orthodox forms of Christianity), the second part presents new foci in the contemporary study of religion that help us understand how religions transform via a constant exchange with wider society.

Course goals

- Knowledge of key issues, basic theories and concepts in the sociology of religion.
- Ability to apply these to ongoing public debates via oral and/or written contributions
Content

From the safety pins and three-chord songs of the punks to the message boards and square waves of the chiptune scene, music, media and subcultures have always been closely intertwined. This course discusses the subject of subculture theory ranging from the semiotic approaches of Dick Hebdige towards punk to the ethnographic methods of Sarah Thornton’s research on EDM club cultures. Throughout the course, we will not only contextualize these theories and their subcultural focuses in the broader history of popular music, media and technology, but also consider their application to other areas of musicological research. To that effect, the course will also include a basic introduction to ethnographic research methods and the ways in which they can be combined with more traditional music-historical approaches in studying contemporary music scenes.

Course goals

In this course students gain advanced insight into the relationship between music and subcultures. This consists of an understanding of the sociological discourse surrounding the topic; the historical development of several (music-related) subcultures throughout the twentieth and twenty-first century; and a knowledge of and expertise in research approaches to the topic, such as ethnography and semiotics.
In this overview course, students learn to contextualize the concept of human rights in a specific historical setting. What do literature and the concept of Bildung contribute to the development of human rights? In addition to acquiring knowledge of a repertoire of texts, students will expand their knowledge of literary theory and learn to participate and take critical positions in the debate on Bildung. We will investigate how the subject as 'human' is represented in human rights and how this subject partly stems from eighteenth - and nineteenth - century literature and the development of subjectivity in the literature. Central secondary texts are 'Inventing Human Rights' by Lynn Hunt and 'Human Rights, Inc.' by Joe Slaughter. The course provides a thorough introduction to a number of key texts from the 18th - , 19th - and 20th - century literature.

**Course goals**

The students learn to work with literary, legal and interdisciplinary texts and they learn to work with a number of key concepts (such as Bildung) they need to use as an analytical tool. At the end of the course students are able to interpret the concept of human rights in relation to the modern novel, both historically and conceptually and they have expanded their repertoire knowledge of contemporary literary theory in this field.
Religions are not mere systems of beliefs, but also imply sets of practices that have a forming influence on believers’ bodies. It is because of this forming influence that religion gets anchored in the bodies of its practitioners. This is the starting point of this class, which focuses on the nexus of the body, the senses and emotions, as well as the specific gestalt which this nexus takes. The following issues will be discussed: a) religious conceptions of the bodies of humans and gods; b) the specific body techniques (for instance techniques for mediation, contemplation and prayer, dance and trance, inducement of pain, circumcision, body mutilations, gender-specific gestures, body adornments and dress, dance and trance, etc.) that are characteristic for a religious tradition or group; c) the sensorial dimension of religious experience (a.o. the role of hearing, seeing, smelling, touching) and the concomitant religious perception of the world, and d) the invocation of religious emotions. Next to discussing a broad array of articles on the attitudes of religious traditions (in past and present) with regard to the body, attention will also be paid to broader theoretical issues in relation to religious embodiment– from a phenomenological, religio-aesthetic and neuroscience perspective.

Course goals

1. Insight into the relation between religion and the body in religious traditions.
2. Knowledge of key concepts and theories with regard to the religion/body and mind/body relation in religious studies and beyond.
3. Ability to conduct small observation assignments,
4. Ability to apply theoretical concepts to empirical phenomena.