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.
## Faculty of Geosciences

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
<th>Full course description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to 12/07/2019</td>
<td>Philosophy of Science and Ethics</td>
<td>GEO2-2142</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22/04/2019 to 12/07/2019</td>
<td>Planetology: an introduction</td>
<td>GEO3-1327A</td>
<td>Good level of English</td>
<td></td>
</tr>
<tr>
<td>22/04/2019 to 12/07/2019</td>
<td>Hands on GIS</td>
<td>GEO3-4308</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22/04/2019 to 12/07/2019</td>
<td>Urban Geography III: World Cities and Urban Inequalities</td>
<td>GEO3-3312</td>
<td>Basic knowledge in Urban Geography (or comparable courses).</td>
<td></td>
</tr>
</tbody>
</table>

## Faculty of Social Sciences

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
<th>Full course description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to 28/06/2019</td>
<td>International Perspectives on Education</td>
<td>201700026</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22/04/2019 to 28/06/2019</td>
<td>Health in society</td>
<td>201600027</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22/04/2019 to 28/06/2019</td>
<td>Wild years: Social scientists on youth and generations</td>
<td>200600056</td>
<td>Experience with social scientific theories and concepts (useful, but not a requirement)</td>
<td></td>
</tr>
<tr>
<td>Dates</td>
<td>Course Title</td>
<td>Course Code</td>
<td>Extra entry requirements</td>
<td>Full course description</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>22/04/2019 to 28/06/2019</td>
<td>Policy and politics</td>
<td>200300837</td>
<td>This course is in Dutch</td>
<td>8</td>
</tr>
<tr>
<td>22/04/2019 to 28/06/2019</td>
<td>Youth and sexuality</td>
<td>201800003</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>22/04/2019 to 28/06/2019</td>
<td>Solidarity and social justice: Social policy responses to social problems</td>
<td>201700020</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

### Faculty of Sciences

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
<th>Full course description</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Neurobiology</td>
<td>B-B2NEUR10</td>
<td>Lectures in Dutch High school knowledge of biology, chemistry, and physics</td>
<td>11</td>
</tr>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Graphics</td>
<td>INFOGR</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Three dimensional modeling</td>
<td>INFODDM</td>
<td>The knowledge of linear algebra and basic calculus will be very helpful, but not entirely necessary, the course &quot;computer graphics&quot; and courses in algorithms and programming are mandatory.</td>
<td>13</td>
</tr>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Software testing and verification</td>
<td>INFOB3STV</td>
<td>(1) Background in Predicate Logic (2) Ability to program in C# or Java</td>
<td>14</td>
</tr>
<tr>
<td>Dates</td>
<td>Course Title</td>
<td>Course Code</td>
<td>Extra entry requirements</td>
<td>Full course description</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------</td>
<td>---------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Food forward: innovations that will feed the world</td>
<td>B-B3FOFO16</td>
<td>Only 1-2 places available</td>
<td>15</td>
</tr>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Climate and Society</td>
<td>BETA-B1KM</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Introduction to financial mathematics</td>
<td>WISB373</td>
<td>Basic knowledge of a first year bachelor course on probability theory</td>
<td>17</td>
</tr>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Immunobiology</td>
<td>B-B3IMMB09</td>
<td>Only one place available</td>
<td>18</td>
</tr>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Only one place available</td>
<td></td>
<td>Language of instruction: Dutch, English</td>
<td>18</td>
</tr>
</tbody>
</table>

**Faculty of Law, Economics and Governance**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
<th>Full course description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to 07/07/2019</td>
<td>Contemporary Economics in Historical Perspective</td>
<td>ECB2GED</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>22/04/2019 to 07/07/2019</td>
<td>Introduction to Law</td>
<td>ECB1IL</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>22/04/2019 to 07/07/2019</td>
<td>Economics, Governance &amp; Business Ethics</td>
<td>ECB2EGBE</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>22/04/2019 to 07/07/2019</td>
<td>Mass Atrocities, Human Rights and Law</td>
<td>RGBUIER014</td>
<td>Useful if you have studied Human Rights (but not a requirement)</td>
<td>22</td>
</tr>
<tr>
<td>22/04/2019 to 07/07/2019</td>
<td>Comparative Human Rights</td>
<td>RGBUIER006</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECB2QRM</td>
<td>Qualitative Research Methods</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USG4261</td>
<td>Managing Global Problems</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECB3AM</td>
<td>Advanced Marketing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECB2EPS</td>
<td>Economics of the Public Sector</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECB1ISS</td>
<td>Introduction to the Social Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students need to have some fundamental knowledge about marketing in order to pass: students should have successfully completed the course ‘Marketing (ECB2MKT)’, and/or have followed an equivalent course.

You need to be fluent in English and be able to fulfill the following course requirements:
- do the readings and participate actively in the course
- prepare a presentation together with another student on a research paper and present it in class
- act as discussant of presentations and submit questions on these presentations every week
- do the end of term exam

Regular attendance: one is not allowed to drop out of the course if he/she has started it.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
<th>Full course description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to 07/07/2019</td>
<td>Law and Identity</td>
<td>RGBUSBR010</td>
<td>- Knowledge of law (on at least first year’s level)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Meeting before the course starts (to assess whether the expectations of the students match sufficiently with the requirements of the course)</td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Civil War to Civil Rights: American Literature 1860s to 1960s</td>
<td>EN3V17001</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Introduction Theatre &amp; Dance Studies</td>
<td>ME2V18005</td>
<td>Students visit 2 or 3 performances during the course.</td>
<td>31</td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Ethical and Political Implications of Human Nature</td>
<td>WY3V14012</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>The City As Stage: Critical Interventions in Public Space</td>
<td>ME3V15006</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Introduction to Television Studies</td>
<td>ME2V18004</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Ethics, Globalization and Sustainability</td>
<td>WY3V14020</td>
<td>Basic knowledge about ethics will be advantageous.</td>
<td>35</td>
</tr>
<tr>
<td>Date</td>
<td>Course Title</td>
<td>Course Code</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------</td>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Academic Writing</td>
<td>TL1V18002</td>
<td>At least a B2 level in English for all relevant skills (comparable to a Dutch VWO exit-level).</td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Ethics and Health</td>
<td>WY3V14021</td>
<td>Interested students have to <a href="#">contact the course coordinator</a> as well (in order to discuss course preparation). An extra predatory assignment for students who have not followed the course “Introduction into Practical Ethics”.</td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>The Vietnam War. Past and Present</td>
<td>GE2V14023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Racism in the Western World: a Cultural History</td>
<td>GE2V16006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Politics of Images</td>
<td>GE3V13015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Asia and the West in a Southeast Context</td>
<td>GE3V15006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>The Cultural Cold War: American Cultural Diplomacy from 1945 to the Present</td>
<td>GE3V17049</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Range</td>
<td>Course Title</td>
<td>Code</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Gender, Visuality and Technology</td>
<td>VR3V12002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Framing Violence</td>
<td>GE3V18007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Creative Writing</td>
<td>EN3V14304</td>
<td>A minimum of C1 level of English (on the European Framework).</td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Political Philosophy</td>
<td>PP2V18003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>The History of Politics</td>
<td>PP2V18004</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FULL COURSE DESCRIPTIONS

Faculty of Geosciences

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to 12/07/2019</td>
<td>Philosophy of Science and Ethics</td>
<td>GEO2-2142</td>
<td></td>
</tr>
</tbody>
</table>

Course goals

After completion of the course, the student is able to:
- reflect upon science and the scientific method;
- reflect upon moral problems in relation to (environmental) science;
- write an article for a general audience on environmental issues, using philosophical tools & knowledge.

Content

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

1. Firstly we will analyze the scientific method. How does science work? What is the difference between scientific and pseudo-scientific knowledge claims? (Philosophy of science).
2. Secondly, we will reflect on the moral question ‘How are we to live?’, and the political philosophical question ‘What is a just society?’ (Ethics, political philosophy)
3. Thirdly, we will focus on two important moral issues: the humans-nonhuman animals relation, and the humans-nature relation, which addresses the environmental problems including climate change. (Animal ethics, environmental ethics).
<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to</td>
<td>Planetology: an introduction</td>
<td>GEO3-1327A</td>
<td>Good level of English</td>
</tr>
<tr>
<td>12/07/2019</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course goals**

After a successful course the student:

- Has a basic overview of the solar system and understanding of its structure.
- Is able to analyze remote sensing data from Mercury, Mars, and the Moon, using Google Earth, and report on age, morphology and development history through comparative planetology with Earth.
- Is able to compare planets by planetary interior, surface, and atmospheric processes and their impact on planetary evolution and habitability.
- Has a basic understanding how the size, composition, and position of Earth determine the planetary interior, surface dynamics, atmospheric processes, and habitability.
- Can formulate her/his own planetary science or exploration question and address this question in a convincing oral presentation.

**Content**

**Course topics**

- The origin of the solar system;
- Structure of the solar system - typical or not?
- Rocky planets and moons;
- Gas giants;
- Minor bodies in our solar system, asteroids, meteorites, comets;
- Planetary evolution and habitability: the link between core/mantle, crust and atmosphere; the role of water and life;
- Remote observations of the Moon, Mars, and Mercury;
- Planetary missions and scientific instruments;
- Excursion to ESTEC/ESA in Noordwijk.
Faculty of Geosciences

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to 12/07/2019</td>
<td>Hands on GIS</td>
<td>GEO3-4308</td>
<td></td>
</tr>
</tbody>
</table>

**Course goals**

- Learning the theoretical fundamentals of geospatial data analysis
- Learning practical hands-on skill for the use of GIS
- Mapping with ESRI ArcGIS desktop
- Collecting and processing of field data using mobile device and portable instruments

**Content**

In this “hands on” course the emphasis lays on working with GIS and existing spatial datasets (national and global) together with a theoretical embedding. The software used is ESRI ArcGIS desktop, pcraster. ERDAS/IMAGINE, Lastools.

- Introduction to GIS theory, including data (types, projections), analyzes (vector/raster), mapping.
- General software training using parts of the ESRI virtual campus courses and more specific instructions on software and data.
- Mapping exercises with existing data. Study areas will include fieldwork study areas.
- GPS data collection.
- Students work in groups of 2 or alone if seats or software licenses allow.
- Guest lectures (provincial government, commercial companies)
- Site visit map room Utrecht University library.
Faculty of Geosciences

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to 12/07/2019</td>
<td>Urban Geography III: World Cities and Urban Inequalities</td>
<td>GEO3-3312</td>
<td>Basic knowledge in Urban Geography (or comparable courses).</td>
</tr>
</tbody>
</table>

**Course goals**

After this course, students will be able to:

- mention key elements of world cities and to distinguish these cities from other city types;
- describe the development of world cities and urban systems from a social, political and economic perspective, especially with respect to inequality issues;
- describe and explain the effects of world cities and urban systems on everyday life, living, working and mobility in the city;
- gain experience in writing and presenting in English.

**Content**

Three main themes will be dealt with during this course:

1. What are world cities and how are they related to each other? This question will focus on the economic, social, demographic and political aspects of major world cities. It will also examine the links and networks between cities, and the role which infrastructure and communication networks play in developing these urban systems.

2. How have macro trends such as deindustrialization, globalization and the rise of the service sector influenced the development of world cities? These forces have had different impacts on different types of cities. Major industrial cities such as Manchester or Detroit have lost much of their importance, while cities such as London or New York have benefitted from being at the center of global trade and finance.

3. Are polarization and inequality an inherent part of world cities? World cities attract migrants, both highly skilled and unskilled. This creates large clusters of both affluent and poor inhabitants. In world cities, this polarization is evident in urban slums, poor immigrant neighborhoods and squatter settlements, as well as in gentrified areas, rich enclaves and gated communities. What are the experiences of living in these communities?
### Course goals

After the course, students will have achieved the following learning goals:

1. Knowledge and understanding of:
   - Cross-cultural perspectives on education and cross-cultural differences in teaching and learning.
   - How and why different nations have structured their system of education.
   - Current global developments and (reform) trends in education.
   - How these developments affect educational policies and decision making on supranational and national levels.
   - How supranational organizations such as the European Union, the United Nations, and the Organization for Economic Co-operation and Development (OECD) affect education and training on the national level.

2. Applying knowledge and understanding:
   - Critically analyzing and evaluating how international developments in education are associated with national policies and educational practice.

3. Skills
   - Searching for and reporting relevant scientific literature and policy documents
   - Conducting an international comparative case-study based on policy documents and scientific literature
   - Forming an substantiated opinion based on a critical analysis and comparison of scientific literature and policy documents

### Content

This course focuses on studying education and training from an international perspective. We examine how global or international developments affect teaching and learning across continents and countries. We also focus on the role of international organizations such as the European Union, United Nations and OECD and study how their policies affect international and national decision making regarding education and training. Furthermore, we compare the educational policies and practices of different countries with regard to specific themes.
### Course goals

Course aims are:

1. Understanding of the important role of social factors in the health and wellbeing of individuals, social groups and populations;
2. Knowledge of the major perspectives, theories and research regarding health outcomes and behaviors highlighting the interplay between individual, social and structural factors;
3. Understanding of sources of inequality in health between and in contemporary societies and main explanations of these inequalities;
4. Familiarity with social policy and other interventions to address social and structural influences on health;
5. Ability to critically analyze and discuss theory and research regarding social and structural influences on health behaviors and outcomes;
6. Ability to apply theory and research regarding social and structural influences on health to research and intervention regarding contemporary health issues.

### Content

Good health in many ways is a critical asset and enabler that allows people to live productive and satisfying lives. Life expectancy has increased dramatically in the past century, in particular in high-income countries in the 'global north', and behaviors and lifestyle now play a dominant role in (preventable) ill health. Health and wellbeing are however unequally distributed and inequities related to social and structural factors play out between and within countries. In addition to socio-economic differences, health inequities are increasingly noted in relation to various other social factors, such as gender, culture and sexual orientation. This course will provide students with an exciting opportunity to strengthen their understanding of the role of social and structural factors in health and how more distal drivers of inequity interact with more proximal individual determinants of health outcomes and behaviors. In addition to highlighting contemporary theories and research that take an ecological approach to public health, the course will showcase key examples of contemporary health issues affected by broader social and structural factors, such as social stigma of specific groups. The course will also encompass an overview of social and structural approaches to public health and health promotion, such as through social policy and environmental change, complementing well-known education and counselling approaches.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to 28/06/2019</td>
<td>Wild years: Social scientists on youth and generations</td>
<td>200600056</td>
<td>Experience with social scientific theories and concepts (useful, but not a requirement)</td>
</tr>
</tbody>
</table>

**Course goals**

General aim is that students, after having finished this course, can apply social scientific theories and concepts on youth, adolescence and youth culture, so that different levels of analysis and knowledge become visible and that they are able to deal with these analytically and reflectively.

**Content**

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

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

Studenten die de cursus met een voldoende afronden kunnen:

- het Nederlandse politieke en bestuurlijke systeem en de belangrijkste instituties binnen de behandelde beleidsvelden beschrijven en vergelijken;
- het verloop van een bestaand beleidsproces reconstrueren en de gebeurtenissen verklaren aan de hand van sociaawetenschappelijke theorieën;
- beleidsinstrumenten- en maatregelen typeren en afwegen op basis van de politieke houdbaarheid, de haalbaarheid van de uitvoering en het maatschappelijk draagvlak;
- relevante beleidsteksten opzoeken en analyseren;
- helder rapporteren en op academisch niveau beargumenteren en analyseren.

## Content

Deze cursus vormt in de eerste plaats de basis voor de beleidsleerlijn (B) in het programma en bereidt daarmee ook voor op de cursus Policy Evaluation and Research. Daarnaast wordt veel aandacht besteed aan theorieën, met name ten aanzien van het beleidsproces. Problemen komen ook aan bod, maar meer als achtergrond en minder als object van studie. Ten slotte voeren studenten een eigen beleidsanalyse uit. Daarmee ontwikkelen zijn vaardigheden ten aanzien van het doen van onderzoek met behulp van documenten. Op dit punt is echter geen sprake van uitgebreide instructie.

In deze cursus leer je beleidsprocessen te begrijpen en analyseren. Veel studenten in de sociale wetenschappen zullen in hun latere beroepspraktijk direct of indirect met beleid en politiek in aanraking komen. Deze cursus zet een eerste stap in het ontwikkelen van kennis en vaardigheden op dit terrein. Vragen die bijvoorbeeld aan bod komen zijn: Waarom leiden sommige sociale problemen wel tot beleid en andere niet? In hoeverre gaan algemene theorieën over beleid op voor de Nederlandse situatie? Hoe komt overheidsbeleid tot stand? Hoe kan je als socioloog onderzoek doen naar beleid?

Door de hele cursus heen leer je hoe je overheidsbeleid in het algemeen en het beleid van de Nederlandse overheid in het bijzonder kunt begrijpen en analyseren met behulp van theorieën uit de sociologie, politicologie en bestuurskunde. Dit is een interessante cursus omdat je leert om de diepere (en spannende) achtergrond te doorgronden van belangrijke, actuele maatschappelijke discussies. Hierdoor leer je om discussies zuiverder te voeren en argumenten wetenschappelijk te onderbouwen.
Course goals

1) Acquiring knowledge on (being able to reproduce information) and understanding of (being able to provide explanations):

- the most important historical developments in the field of sexuality in the western world;
- different theoretical models explaining young people’s sexual behavior (e.g., the evolutionary, socio-constructivist, and biopsychosocial model);
- potential determinants and consequences of (un)healthy sexual behavior.

2) Applying this knowledge and understanding to new cases (e.g., indicating to what extent a specific statement can be explained by a specific theoretical model).

3) Analyzing the scientific literature in the field of youth and sexuality (i.e., formulating a good research question; collecting, organizing and critically evaluating theoretical and empirical articles; linking different studies; formulating your own conclusions and the implications of your work).

4) Critically evaluating news items (e.g., in a newspaper or magazine) that report on scientific publications in the field of youth and sexuality.

Content

In this course, we aim to analyze young people’s sexual development and behavior. We will do so by addressing different theoretical models explaining young people’s sexual behavior (e.g., the evolutionary, socio-constructivist, and biopsychosocial model); and analyzing potential determinants and consequences of (un)healthy sexual behavior; and linking scientific research to (recent-) societal developments and debates, both in the Netherlands and worldwide. Lectures are provided by experts from a variety of organizations, including Utrecht University, Rutgers, the Netherlands Institute for Social Research (SCP), and the University of Amsterdam.
### Course Goals

- To be able to describe patterns of social problems, solidarity and social justice, in particular in relation to gender, economic inequality, intergenerational issues and variation in social policy across European countries in an independent and scientific manner.
- To be able to differentiate and compare social problems across European countries.
- To be able to describe issues around social inequality in the field of work, care, welfare and health, and relate them to various sociological, psychological and political philosophical approaches for understanding social inequality in relation to solidarity and social justice.
- To be able to recognize and differentiate these interdisciplinary theoretical approaches and apply them to European examples of social problems related to gender inequality, economic inequality, intergenerational inequality.
- To be able to explain the ways in which social policy influences and is influenced by social inequality and differing perspectives on solidarity and social justice.
- The ability to reflect on these insights in written form from an interdisciplinary, social science perspective.

### Content

In this course, you will become familiar with some of the most pressing social inequality issues as they relate to work, care, welfare and health. By focusing on European societies, you will learn to compare and contrast social inequality patterns, as well as responses to social inequality. How do various societies respond to enduring, growing or changing inequalities? Do these challenges lead to an erosion of solidarity, in an 'us versus them' rhetoric? Or an expansion of solidarity, such as Germany's initial response to the asylum-seeker crisis with 'Wir schaffen das!'? And to what extent are we accepting of social inequality? Taking a sociological, psychological and political philosophical approach to these topics, this course offers an interdisciplinary approach to understanding social inequality and the social policy responses in contemporary Europe.

This course offers students the opportunity to study questions about social inequality, solidarity and social justice from an interdisciplinary perspective, linking these issues to socially relevant themes and debates.
### Course goals

De cursus geeft je:

- een overzicht van wat neurobiologie inhoudt,
- kennis van het selecteren en verwerken van neurobiologische literatuur,
- een idee van de functionele structuur van het dierlijke en menselijke brein,
- inzicht in de manier waarop informatie in het menselijke en dierlijke brein opgeslagen en verwerkt wordt,
- een idee van wat er fout gaat in bepaalde hersenziektes,
- een glimp van de actuele stand van zaken en ontwikkelingen in het huidige neurobiologische onderzoek.

### Content

Tijdens de cursus gaan we in op de functionele en neuro-anatomische aspecten van de hersenen en de neurofysiologische basis van perceptie, cognitie en motorische sturing. We besteden aandacht aan algemene neurobiologische principes die zowel bij de mens als bij (andere) dieren terug zijn te vinden, maar gaan ook in op specifieke eigenschappen (en soms ziektes) van het menselijk brein. Veel van de structuren en processen zoals ionkanalen, actiepotentials, neurotransmitters, synapsen, etc., komen in het gehele dierenrijk voor. Ze vormen de bouwstenen voor de veel complexere processen zoals cognitie en bewustzijn in hogere vertebraten. Aan de hand van het boek 'Neuroscience' van Purves (5de editie) bestuderen we de volgende hoofdthema's:

- basale fysiologie van elektrische signalen in neuronen,
- communicatie tussen neuronen,
- leren en geheugen,
- ontwikkeling van het zenuwstelsel,
- perceptuele systemen: zien, horen, ruiken,
- motorsystemen: motor cortex, basale ganglia, cerebellum,
- hogere cognitieve functies: taal, slaap, emoties, sexuele verschillen.
Faculty of Sciences

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Graphics</td>
<td>INFOGR</td>
<td></td>
</tr>
</tbody>
</table>

**Course goals**

Graphics is an introductory lecture about computer graphics. Generally, computer graphics deals with the processing of visual (images) and spatial (geometry) data by a computer. The lecture will focus on the very basics of modeling and rendering, i.e., the mathematical description of three-dimensional scenes and how to create (realistic) images of such models. This is the core area of computer graphics.

**Content**

The course will start with a short coverage of the mathematical basics needed for computer graphics. This part will introduce fundamental concepts of linear algebra and other areas of higher mathematics that are important far beyond the field of graphics. Next, we discuss the foundations of computer graphics, such as transformations and projection of 3D models, hidden surface removal, triangle rasterization, shading, texture mapping, shadows, and ray tracing. Finally, we will also look briefly into more advanced topics in physically-based global illumination.
Faculty of Sciences

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Three dimensional modeling</td>
<td>INFODDM</td>
<td>The knowledge of linear algebra and basic calculus will be very helpful, but not entirely necessary. The course &quot;computer graphics&quot; and courses in algorithms and programming are mandatory.</td>
</tr>
</tbody>
</table>

Course goals

3D Modeling pertains to all forms of creating, designing, synthesizing, acquiring, analyzing and deforming geometric shapes in space and its numerous applications. The applications are numerous: from computer graphics and the film industry, through computer-aided design (CAD/CAM) and architecture, to processing of point clouds and procedural modeling.

Content

3D Modeling pertains to all forms of creating, designing, synthesizing, acquiring, analyzing and deforming geometric shapes in space. The applications are numerous: from computer graphics and the film industry, through computer-aided design (CAD/CAM) and architecture, to processing of point clouds and procedural modeling.

The knowledge of linear algebra and basic calculus will be very helpful, but not entirely necessary; we will teach some of the basics in the context. The course "computer graphics" and courses in algorithms and programming are mandatory.

The exercise will be performed on the Blender open-source 3D-modeling environment.

The following topics are covered:
- interpolating polynomials, Bezier curves, B-splines
- implicit surfaces, marching cubes
- subdivision and mesh representation structures
- polygonal meshes, mesh compression, hierarchy
- Delaunay triangulation, tetrahedralisation, alpha-shapes
- LiDAR point clouds, RANSAC, reconstruction, CityGML
- normal estimation, principal component analysis
- progressive meshes
- procedural modeling, L-systems
### Course goals

Testing is important to guarantee that software is reliable. We will learn a number of basic techniques, so to be able to select the right technique in a particular case. Specifically, we will address testing of games. Testing a program exhaustively is seldom feasible. We will study program logic. With such logic, we can -in principle at least- proof programs correct without testing them. The method is complete: a program proven to be correct will meet its specification: there are no hidden bugs. The idea of program logic is often simple, but employing it requires abstraction and discipline - things that are trained in the course.

### Content

Testing is important to guarantee that software is reliable. For modern complex software, testing can be expensive, because there are many behavioral patterns that must be tested. In the course we will investigate core concepts and theories of testing. You will be able to define testing as a goal directed process, and thereby being able to test programs more effectively. We will learn a number of basic techniques, so to be able to select the right technique in a particular case. Specifically, we will address testing of games.

Testing a program exhaustively is seldom feasible. You will not find all errors. In some application areas it is important to minimize the risk of errors (think of car electronics). We will therefore study program logic. With such logic, we can -in priciple at least- proof programs correct without testing them. The method is complete: a program proven to be correct will meet its specification: there are no hidden bugs. The idea of a program logic is often simple, but employing it requires abstraction and discipline - things that are trained in the course.

### Themes:
- various concepts of test coverage
- testing levels (unit, integration, system, acception)
- testing techniques (property-based, partition, syntax driven, record-and-replay, mutation).
### Course goals

At the end of this course the student will be familiar with:

- Obtaining relevant information from scientific literature and translating this knowledge to socio-economically relevant themes, most importantly the science behind food-based innovations that will feed the surging human population in the coming decades
- Strategies to improve biotic and abiotic stress tolerance in crop plants
- Technological innovations in agriculture on the levels of farming and breeding
- Legislation concerning environmental and food safety assessment

### Content

One of the major current challenges of science and society is to find sustainable solutions that meet the dietary needs of the rapidly growing human population and its increasing standard of living. The United Nations has predicted that the world food demand will rise by 70% by 2050. Current food systems are not sufficient to keep up with this growth, and do not provide appropriate solutions for the diet-related WHO-defined priority diseases that are associated with our ever-increasing standard of living. To provide sustainable and healthy food for the next generations, there is an urgent need to further develop food production. In this course you will learn and discuss how science can feed the world in 2050, arguing that a combined effort of multiple disciplines is required to understand the challenge of future food and think of innovative ways to deal with this challenge. The combination of fundamental veterinary and plant sciences and integrated studies on molecular and immunological mechanisms will provide students with a broad perspective on the societal and scientific challenges that await to meet the dietary demands of the future. Students are encouraged to think about how their work contributes to meeting the challenges of future food and will learn to communicate this to a wide audience (both academic and non-academic).

Specifically, in this course we will deal with four broad themes, namely: 1) improving stress tolerance in crops, 2) improving nutrient tolerance in crops 3) technical innovations in agriculture (on the level of farming and breeding) and 4) alternatives to plant-derived protein production to reduce pressure on agriculture. Guest lectures will cover a variety of topics that are part of these broad themes. For instance, emerging threats to animal, plant and ecosystem health will be covered, but also legislation around food security in The Netherlands, sustainable fish-derived protein production and innovations such as the cultured meat (kweekvlees).
<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Climate and Society</td>
<td>BETA-B1KM</td>
<td></td>
</tr>
</tbody>
</table>

**Content**

This course has a strong multidisciplinary approach and is intended to bring together students from several disciplines in order to learn from each other and to appreciate the problems, which are at stake in the different disciplines. Guideline for the course is the structure used by the Intergovernmental Panel on Climate Change (IPPC) which recently released a new series of reports on the physics of the climate system, adaption strategies and mitigation strategies as well as a synthesis report.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 05/07/2019</td>
<td>Introduction to financial mathematics</td>
<td>WISB373</td>
<td>Basic knowledge of a first year bachelor course on probability theory</td>
</tr>
</tbody>
</table>

**Course goals**

After completing the course, the student knows:
- The concepts arbitrage, options and self-financing strategy.
- The binomial model and how the option price can be calculated.
- The concepts conditional probability and martingale.
- The concept of a risk-neutral measure.
- The capital asset pricing model for European options.
- The American call and put options and the optimal stopping times.
- Stochastic walk and its application to put options with an infinite expiration date.
- Interest rate models and their application to interest-dependent bonds.

The student is able to:
- Formulate simple discrete models for financial products.
- Calculate the price of European options.
- Calculate with martingales and determine the risk-neutral measure.
- Price American options and determine the optimal pay-out time.
- Use stochastic walks in discrete financial models.
- Calculate the price of an interest-dependent bond.

**Content**

- The binomial price model.
- The product probability space.
- Conditional expectations and martingales.
- Markov processes.
- The risk-neutral probability measure and the Radon-Nikodym process.
- Pricing of shares.
- American bonds and shares.
- Stopping times and American call options.
- Stochastic walks and perpetual American put options.
- Interest rate models.
**Course goals**

**Leerdoelen**
- insight in the function of the immune system, on the level of the book The Immune System (Parham).
- knowledge of selecting and processing immunological literature,
- an immunological subject/problem to create and deepen based on primary literature.
- knowledge of the use of mathematical models and bioinformatics in immunological research.
- a glimpse of the current status and developments in current immunological research.

**Content**

The immune system involves innate and acquired defense mechanisms against (pathogenic) micro-organisms. The first part of the course brings you insight into the immune system on a basic level. In the form of lectures, you get step-by-step insight into the structure and the way of functioning of the human defense system.

The immune system is characterized by its great diversity. This aspect forms the central theme in the course. The immunological processes and mechanisms that lead to an adequate defense against bacteria and viruses are the most important aspects. You learn, for example, the structure of antibodies and the basis of antibody variability, effector functions of antibodies, functions of lymphocytes, antigen-presenting cells and the function of proteins of the major histocompatibility complex, and immunological tolerance.

During the course, you learn mathematical models to understand and analyze and use basic bioinformatics methods to predict which pieces of a virus or bacteria are the most immunogenic.
Faculty of Law, Economics and Governance

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to 07/07/2019</td>
<td>Contemporary Economics in Historical Perspective</td>
<td>ECB2GED</td>
<td></td>
</tr>
</tbody>
</table>

Course goals

- Students gain an understanding of fundamental questions concerning the development of economics in relation to other (social) sciences;
- Students gain understanding of the development of theories and methods in economics;
- Students are able to situate economics as a discipline in social and historical context;
- Students are able to write reports on texts;
- Students are able to present arguments in class.

Content

Over the past centuries economics has changed from a largely verbal discipline that studied human agency in commercial settings to a mathematical discipline that has come to incorporate more instruments from the scientific toolbox (such as statistics and laboratory practices). Indeed, some contemporary practitioners identify economics with a tool-based discipline that can design market systems in a manner similar to how engineers construct technical systems. In so doing they discarded the rich intellectual genealogy that still underlies many of the concepts and theories used by economists.

The purpose of this course is to retrace this past and to see how modern economics emerged to its present form. To do this, we will assess the development of economic ideas, theories, and methods in their appropriate historical context. The course will emphasize the incisive change of the economic discipline from the interwar to the post-war period. The primary aim of the course is to enable students to historically assess the merits and limitations of contemporary economics in addressing major economic and social questions.

In combination with a textbook, we will read primary texts that will sketch the development of economics from a science of political economy to a tool-based discipline.
Course goals

After this course the student is able to:
• Understand the importance of the rule of law as a basic condition for the economic well-being of citizens, firms and other organizations within a jurisdiction;
• Understand the essence of the object and methodology of law and the legal scholarship;
• Have basic knowledge and understand the structure and main principles of law, in particular how the law provides a framework for almost every social, political and economic activity;
• Have elementary knowledge and understand the issues any legal system has to deal with: state power, the rule of law, property, contracts, torts and crimes, and of the methods of how legal conflicts are solved, inter alia, by the judiciary.

Content

The quality of the legal system has an impact on the opportunities for individuals and firms to successfully undertake economic activities. In this course you will get to know the underlying principles of legal systems and the way this system creates the conditions for the economy to flourish. Central values in western societies are freedom, equality and trust. Freedom and equality are the foundations of the ideal of justice, and leave room for the idea of free markets as well as for intervention in markets by government agencies. Trust is a basic condition for economic transactions and derives from the possibilities to enforce the honoring of property rights, agreements and promises.

The course gives an introduction to the main principles of law and legal thinking. Topics discussed include sources of law, constitutional law, international law, criminal law, private law, and procedural law. With each topic we will also discuss relevant statutory law and case law.
Course goals

Learning objectives

- Develop a critical view on economic theory and economic order.
- Understand the importance and consequences of mainstream economic theory.
- Understand and recognize the value and importance of alternative views on economic theory and economic order.
- Being able to write an (individual) essay on an economic subject.

Content

In the last decades economics developed into a powerful and influential science. Following the neoclassical approach to individual optimization and decision making, it provided the foundations of the current economic order, that is to say capitalism. You have familiarized yourself with the mainstream economic theories in courses like Microeconomics & Institutions and will continue to do so in the advanced courses. You will learn and understand the powerful toolkit of mainstream economics, which enables you to analyze individuals and society and the logic of capitalism.

However the mainstream economic view on individual behavior and social order is not the only view. Existing business and economic practices have shown some constraints and drawbacks. These constraints and drawbacks has been analyzed for long, but the financial crisis that occurred in the last decade makes the need for reflection even more urgent.

In this course we present a number of subjects as capita selecta to present a range of critical and alternative views on economic theory and economic order.

In that sense it typically follows the multidisciplinary approach that we take at the Utrecht University School of Economics and therefore in its bachelor programme to broaden your perspective on economics and society. It continues the approach taken in Multidisciplinary Economics, assuming that you have developed sufficient knowledge of the basics of economic thinking. In this course we teach you to reflect upon this knowledge and discuss some alternative approaches.
Course goals

1. Knowledge, understanding, insight
   After this course:
   - the student has a critical understanding of the development of transitional justice and how it operates within the broader peacebuilding field. This understanding includes knowledge about transitional justice processes and how they operate as well as the historical development of the scholarly field.

2. Contextual positioning
   After this course:
   - the student is able to apply his/her knowledge about transitional justice processes to hypothetical cases.
   - the student is able to present arguments from the perspective of different actors (i.e. states, NGOs, IGOs, civil society).
   - within specific contexts, the student is able to identify challenges and potential solutions facing key stakeholders when developing processes to address past abuses.

3. General academic and legal skills
   After this course:
   - the student has developed the capabilities and skills to critically discuss and write about relevant topics in the field of transitional justice. In this sense, the course aims to develop not only students’ knowledge of the law and how it operates in political contexts but also their written and oral advocacy skills.

Content

How should a society deal with a history of human rights and humanitarian law violations? Should those believed to be responsible face criminal prosecutions? Or should a general amnesty be imposed in order to secure peace? How should the society deal with the memory of the victims and do the victims deserve financial compensation? How does law contribute to peace building, reconciliation, justice and reparation? These are some of the questions that will be touched upon in this elective course.

This course will focus on the variety of different justice processes that have evolved over the past decades, which aim at (re-) establishing trust or the rule of law in newly established government institutions in societies in transition.
### Course goals

After this course:

- the student has sound knowledge of human rights both in theory and in practice, especially from a comparative perspective.
- the student has knowledge of the methodology of comparative legal research, and is able to undertake such research in the context of international human rights law.
- the student is able to take part in discussions on specific human rights issues.
- the student is able to write an academic paper on a comparative human rights issue.

### Content

Human rights play an important role in present-day society. Norms of a fundamental nature have been adopted at the national, regional and global level to protect the individual against the power of the state and to safeguard his or her dignity. International standards guarantee individuals fundamental rights and freedoms, such as the freedom of expression and freedom of religion, the right not to be tortured, the right to a fair trial, the right to equality and non-discrimination, the right to housing, food and an adequate standard of living. These guarantees limit the sovereignty of states in the sense that governments cannot act as they please towards individuals within their jurisdiction.

States must take all necessary measures to make sure human rights norms do not remain a dead letter. They must create an adequate infrastructure to promote and protect human rights and to ensure that international norms are actually implemented at the domestic level. To that end, they must enact legislation to protect human rights, for example by narrowly defining under which circumstances a person may be arrested and by making discrimination a criminal offence. Also, they must provide for remedies in case human rights have been violated, for example by establishing a national human rights institute that can examine complaints and by making it possible that an independent and impartial judiciary examines complaints of human rights violations. Furthermore, states must take the necessary measures to prevent human rights violations. In this course human rights law will be studied through a comparative lens. This includes for example comparisons of the approaches of international and regional human rights bodies, and of the differing positions of state actors and non-state actors, such as multinational corporations. Students will gain insight in human rights norms and procedures that have been established to protect human rights.
## Course goals

At the end of this course, the student:

- Knows how to distinguish the merits of qualitative research methods from other research methods;
- Is able to write and present a qualitative research for an academic journal;
- Is able to gather qualitative data by means of interview and observation techniques;
- Acquired the ability to use elementary techniques to analyze qualitative data;
- Acquired the ability to evaluate the quality of qualitative research.

## Content

This course covers fundamental concepts in qualitative research design, sampling strategies, data generation, data analysis, and evaluation. Course content includes qualitative research methods used in social science research, especially in the management field. Topics include (1) research objectives and contexts appropriate to the use of qualitative methods; (2) theoretical traditions in qualitative research; (3) sampling strategies; (4) intent and techniques for qualitative research methods; and (5) preliminary analysis of qualitative data, selection and use of supporting qualitative and/or quantitative methods, analysis of data and presentation of research results. A set of field-based experiences will be designed to give students opportunities to become familiar with specific forms of qualitative data gathering such as in-depth interviews, focus groups, and ethnography.

This course combines hands-on work on qualitative research projects that will be performed in small groups with background classes on the merits and limitations of qualitative, case based research vis-a-vis other research methods. The aim of the qualitative research project is to design a case study. The problem definition and design of your case study will be made in consultation with the organization at which you will then perform pilot interviews. These interviews will be analyzed to give you experience with qualitative methods of data-analysis. The end purpose is to not only show the merits of qualitative data analysis, but also to learn you to think what method of analysis is fit for what kind of question.
Faculty of Law, Economics and Governance

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to</td>
<td>Managing Global Problems</td>
<td>USG4261</td>
<td></td>
</tr>
<tr>
<td>07/07/2019</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course goals**

After this course, students:

- will understand how cross-border societal problems are dealt with at the global level
- will be able to use different conceptual frameworks in analyzing global institutions operation
- have a thorough understanding of the interplay between nation-state and global competencies and its consequences for core democratic values
- will have mastered their analytical and presentation skills

**Content**

Many societal problems transcend the borders of the nation-state. Economic developments and trade, crime and terrorism, refugees, climate change, human trafficking, natural disasters, international monetary and financial crises, inequality, are not confined to national territory. To cope with these matters, nation-states have partially delegated competencies to supranational bodies. The number of supranational institutions, laws, rules and norms has, accordingly, tremendously increased over time. As a result, we face a diverse and complex institutional landscape of global governance that has profound influence on the day-to-day life of citizens.

This course offers a broad introduction to the theory and practice of global governance. It does so by analyzing the main institutional processes of global governance and, subsequently, by zooming in on selected global issues, such as recent cases of international security, humanitarian and financial crises, the refugee crisis and gender inequality. We will address questions such as ‘When do states delegate authority to supranational institutions and why? How do these acts of delegation affect the distribution of power and influence? Who is pulling which strings? And, more importantly, what repercussions does the complex global institutional landscape have for essential values of (good) governance such as democratic legitimacy and accountability? Is global governance truly and evenly global, or are these processes increasingly dividing the powerful and rich from the marginalized and poor?
### Course goals

The course offers you insights in recent marketing trends. You will learn about these practices not only in class, but also (and mainly) by studying real-life examples of businesses and organizations, and how they create and communicate value to customers or users. At the end of the course the student is able to:

- Understand and discuss current challenges and trends in marketing (research) and advanced marketing practices applied in different industries;
- Understand and discuss practical limitations of marketing theory;
- Understand and discuss the advantages and disadvantages of different advanced marketing practices;
- Understand and discuss the influence of advanced marketing practices in different industries;
- Analyze to what extent marketing, and advanced marketing practices in particular, are applicable in existing situations in different environments and markets;
- Report and give advice to a non-academic audience on the applicability of advanced marketing practices;
- Initiate, develop and carry-out practice-oriented research based on academic marketing theory.

### Content

Content-wise, we will cope with state-of-the-art marketing practices which are increasingly studied by marketing scholars. As many of these new or advanced marketing practices are directly linked to using digital or online technologies, we will also pay close attention to these challenges and new trends. Moreover, we will look at the marketing practices of those organizations that are usually not at the focus of traditional marketing literature, like small companies or non-profit organizations. Focusing on these recent trends will show us that current marketing practices often use knowledge that has its roots in very different disciplines beyond economics and business management, such as cognitive psychology, sociology, communications and increasingly engineering and IT. Thus, the course has a multidisciplinary character.
### Faculty of Law, Economics and Governance

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to 07/07/2019</td>
<td>Economics of the Public Sector</td>
<td>ECB2EPS</td>
<td></td>
</tr>
</tbody>
</table>

**Course goals**

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

- Apply the basic principles of microeconomics, macroeconomics and institutional economics to topics of public sector economics;
- Analyze newspaper articles and current political debates with this theoretical basis;
- Assess political opinions on logic and consistency;
- Debate about public sector topics by formulating arguments pro and contra;
- Write a paper with other students about a current topic in the area of public sector economics;
- Give relevant comments on papers of other students.

**Content**

This course practices your knowledge of macro- and microeconomics by applying it to public sector related issues. Individuals and firms are repeatedly confronted with the influence of the government, e.g. when paying taxes, receiving subsidies, study grants or social security benefits, making use of roads, health care, public transport and education facilities, or casting a vote during elections. Indeed, in most developed countries the public sector has become an enormous economic force, with a size that amounts to 40-60 percent of GDP. This means, it often exceeds the size of markets in a functioning market economy, especially in countries like the Netherlands. The optimal division of tasks is still a highly debatable topic; Which should be carried out by the public sector (e.g. the government) and which ones should be left to the private sector? When should the government intervene and what are the welfare consequences for different groups in society? Which commodities and services should the government provide and how much? Should this be provided in a market-efficient manner or not? How high should taxes and public debt be? What kind of taxes should the government levy (e.g. income, consumption or corporate income taxation) and who bears eventually the burden of these taxes?

The aim of this course is to analyze actual public policies and develop guidelines for government activities. We will address these questions, by explicitly referring to your textbooks in micro-, macro- and in institutional economics.
### Course goals

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

- understand concepts and methods used in psychology, sociology and economics;
- situate these theories and models in a wider interdisciplinary context;
- assess the common ground and complementarity of theories and models in psychology, sociology and economics;
- adopt an integrated approach of different disciplines to social problems.

### Content

Why is observed behavior, ranging from consumer choices to bank managers investment decisions, often not in accordance with the predictions of standard economic models? What are the most important sociological and psychological theories with respect to the division of labour within the household, which policies are effective in crime prevention and reduction, and what are the causes and effects of different forms of social inequality? Sociologists, psychologists and economists use different frameworks to address these questions. In this course, students will become acquainted with the most important theories in sociology and psychology, in relation to its relevance for economic science.

This course is meant to provide a broad, introductory, overview of sociological and psychological theories most relevant for economics. It provides a first introduction to the major themes studied in sociology - social inequality, trust and trustworthiness, social norms, social cohesion (order and cooperation) and social change - and in psychology - understanding the role of mental functions in individual and social behavior. Connected to these broad themes, a variety of problems can be identified, which are also studied by economists, but often without explicitly taking into account the insights of sociology and psychology. In such a problem-based setting, students will be familiarized with the most important sociological and psychological approaches and their methods of analysis. Special attention will be paid to the role of markets, organizations, social networks, and to norms and values for the question of cohesion and coordination in modern society.
Faculty of Law, Economics and Governance

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2019 to 07/07/2019</td>
<td>Law and Identity</td>
<td>RGBUSBR010</td>
<td>See above (in course overview)</td>
</tr>
</tbody>
</table>

**Course goals**

After this course the student:
- knows philosophical and social-psychological notions of identity and several topical identity issues
- relates several topical identity issues to diverse areas of law and to legal theory
- independently formulates a research question on an identity issue related to law
- knows how to communicate with peers about notions of identity in relation to topical identity issues and the legal relevance of these
- independently selects the most relevant authoritative sources for an adequate exploration of the subject
- presents the outcome of the findings in a written paper
- presents the outcome of the findings orally to peers
- makes abstract, theoretical notions of identity concrete
- knows how to critically value legal and theoretical approaches to identity issues
- knows how to reflect on the own identity.

**Content**

This course is about the challenges that issues of identity poses to the law. Focus will not be on any legal system in particular. Themes to be discussed include, among others: state regulation of one’s name and the right to know one's biological descent, self-expression, privacy, collective (e.g. religious) identity rights vs. individual autonomy rights, social identity markers & discrimination law and legal accountability.
Course goals

In-depth knowledge and understanding of the ways in which cultural, social, intellectual and political issues of the mid-nineteenth to mid-twentieth century figure in a selection of American literary texts; ability to select and analyze relevant primary and secondary sources and to produce original scholarly work on the topic of the course; ability to identify and apply some of the relevant critical concepts and literary theory to the study of American literature.

Content

This course introduces some of the key literary works of American literature written or set during the mid-nineteenth to mid-twentieth century (1860s to 1960s). We will study the aesthetic, intellectual, cultural and/or political impact of literary works at their time of publication. Discussion in lectures and seminars will also consider the possible legacies of the texts: how they continue to shape intellectual debates, literary history, and cultural practices in the twenty-first century in America and in the broader field of literatures in English.
Faculty of Humanities

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td><strong>Introduction Theatre &amp; Dance Studies</strong></td>
<td>ME2V18005</td>
<td>Students visit 2 or 3 performances during the course.</td>
</tr>
</tbody>
</table>

**Course goals**

After completing the course, the student has:
1. acquired knowledge of important theoretical concepts in theatre studies and important developments in theatre and dance history, on an in-depth level,
2. practiced with the close reading of theoretical texts about theatre and dance, using basic skills acquired in BP1.

After completing the course, the student is able to:
1. analyze aspects of theatre and dance from a dramaturgical perspective (method),
2. write an academic analysis of theatre and dance performances, using basic skills developed in BP1.

**Content**

This course provides an introduction to the history, theory and analysis of western theatre and dance in the 20th and 21st century. The course focuses on theatre in the broad sense of the word and provides an introduction to different genres - including drama and text-based theatre, dance, children’s and youth theatre, musical and cabaret - and related theoretical issues - such as the role of the child in children’s and youth theatre, the political implications of humor in cabaret and stand-up comedy and the theatricalization of contemporary mediatized societies. The lectures present an overview of important historical developments in western theatre in the 20th and 21st century. The working groups are meant for the close reading of theoretical texts and the analysis of theatre performances. The format used for the analysis of performance works is that of a dramaturgical analysis. The dramaturgical analysis focuses on three dramaturgical levels of a performance: a. the composition principles used to organize the relationship between performer and audience; b. the way in which the viewer is addressed or positioned by these composition principles; and c. the relationship between the performance and society at large.

The course also brings students in touch with the work field through performance visits, after talks with performers and a workshop by dance dramaturge Peggy Olislaegers.
Faculty of Humanities

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Ethical and Political Implications of Human Nature</td>
<td>WY3V14012</td>
<td></td>
</tr>
</tbody>
</table>

Course goals

The aim of the course is to gain a solid grasp of the current literature on the topics covered, as well as further training in the critical analysis of arguments made in current debates and the development of an independent point of view within these debates.

Content

Approaches to ethics and politics are built on a variety of assumptions about human nature. Those who see human beings as essentially irrational, selfish, aggressive, and short-sighted support political systems and ethical theories that differ markedly from what is defended by those who emphasize human autonomy, rationality, compassion, and dignity. In this course, we examine how conceptions of human nature frame contemporary debates in ethics and politics regarding, for example, the conditions for a well-functioning democracy, the psychologically realistic limits on moral responsibility, the appropriateness of state paternalism, the permissibility of enhancement, and the legitimacy of attributing rights only to humans. Attention will also be paid to the role that social practices and institutions can play in supporting or undermining the human capabilities presupposed by the various public policies advocated in these debates.
### Course goals

This course aims at training your:
- Knowledge of and insight in current debates on art and activism in public spaces at advanced level
- Ability to critically observe, interpret and evaluate interventions and to communicate about the findings at advanced level
- Awareness of the implications and concrete effects of interventions in public space by designing and executing a small-scale intervention in public space (methodological skills) at advanced level

### Content

In times of increasing neoliberal privatization, homogenization and control of public urban spaces in today’s cities we witness various artistic and creative attempts to reclaim and reconfigure the city, be it for the moment or for the longer run: street art; urban farming; parkours; flashmobs; guerrilla gardening; pop-up stores and restaurants; occupying abandoned sites for new purposes. These raise interesting questions: Who owns the city, how do we shape the urban landscape? Where and when does the city truly become a ‘public space’? How can we appropriate it in new ways?

You will reflect on these questions not only by discussing texts, but also by going into the city of Utrecht and working through these questions in more experiential and creative manners. This course celebrates the motto: thinking by doing. Furthermore, the course invites you to explore and define your personal and individual engagement with respect to issues of public space and the city. Therefore, this course requires a genuine interest in the topics of the course, and an open and curious attitude.

The course focuses on cultural and artistic interventions in urban space and how they actively re-think and reconfigure the city. It investigates how cities can be used as platforms where new notions of citizenship, community and public sphere are being performed. Using concepts and theories from performance studies, urban studies and public sphere theory we will discuss how power relations are performed in cities on a daily basis, how these can be critically revealed and (temporarily) disturbed through artistic interventions in public space. Next to discussing a variety of specific cases of public space intervention in class, you will design and execute a small-scale intervention in public space yourself in a small group of fellow students.
### Course goals

After completing the course, the student has:
1. elementary knowledge regarding theoretical and analytical concepts with which television can be studied,
2. elementary knowledge with regard to the medium-specific characteristics of television,
3. extend his / her repertoire knowledge in the field of television,
4. elementary knowledge of the main topics and discussions within television studies,
5. elementary knowledge regarding the historical and social context of television.

After completing the course, the student can:
6. use selected concepts for the textual analysis of television,
7. provide substantiated and constructive feedback on the work of peers,
8. study systematically, comprehensively and critically theoretical texts.

### Content

This course provides an overview of important concepts within television studies. With the use of examples, concepts such as 'broadcasting', 'flow', 'liveness' and 'seriality' will be discussed in more detail. The course will also address the historical development of the medium to outline current changes such as narrowcasting, mobile screens and social media. Each week has a central concept that is first discussed on the basis of theoretical texts and then used to analyze cases studies such as news broadcasts, sitcoms, sports broadcasts, media events, and transmedia phenomena. Students will also analyze the news and live television broadcasts. The social and transmedia context of television will also be addressed.
**Faculty of Humanities**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Ethics, Globalization and Sustainability</td>
<td>WY3V14020</td>
<td>Basic knowledge about ethics will be advantageous.</td>
</tr>
</tbody>
</table>

**Course goals**

Student
- gains insight in important ethical debates in the context of social and political philosophy, more particularly with regards to justice debates.
- gets core knowledge of Rawls, Walzer, Pogge, Nussbaum and others
- application of core concepts to debates on globalization and sustainability.

**Content**

On a global scale, wealth, health and life opportunities are unfairly distributed. Philosophers have emphasized that this unfairness gives the affluent a moral duty to help the worst-off (Singer, Cullity), others tried to formulate basic principles for a fair society (Rawls, Walzer). Some argue that institutions cause unfairness (Pogge) and should change. In this course, basic theories of justice and key ethical principles (like precautionary principle, equality) are discussed and related to relevant topics in current society. Climate change and poverty will be particularly addressed.
### Course Goals

If you complete this course successfully, you will have the basic knowledge and skills to write an academic paper in your field of study. In addition, you will have conscious command of the most important grammatical structures of English required for this. You will also know how to expand your vocabulary for formal academic writing in English, and use stylistic features appropriately.

### Content

Intended for students who have not taken any other courses in academic writing in English, this course will help you acquire the basic knowledge and skills required to produce written academic work in your field of study. Not only will you learn to use the most important grammatical structures of English appropriately, but you will also expand your knowledge of the kind of vocabulary and register required in formal academic writing in your subject. Needless to say, some attention will also be paid to the mechanics of academic writing in English (structure, punctuation, referencing).

Although this course requires students to give brief oral presentations on their written work, their oral proficiency will not be assessed. Students interested in improving their proficiency in spoken English are referred to a separate course entitled Academic Speaking.

---

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Academic Writing</td>
<td>TL1V18002</td>
<td>At least a B2 level in English for all relevant skills (comparable to a Dutch VWO exit-level).</td>
</tr>
<tr>
<td>Dates</td>
<td>Course Title</td>
<td>Course Code</td>
<td>Extra entry requirements</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------</td>
<td>-------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Ethics and Health</td>
<td>WY3V14021</td>
<td>See above (in course overview)</td>
</tr>
</tbody>
</table>

### Course goals

Upon completion of this course you will have the ability to:

- identify and analyze ethical issues in health care, e.g. on issues concerning medically assisted reproduction, end-of-life decisions, organ donation, new genetic technologies, public health;
- understand key ethical concepts, values and theories that are relevant to ethical issues in health care (e.g. autonomy, competence, informed consent, paternalism, health & disease);
- analyze and discuss a practical moral problem with help of a deliberation structure;
- reflect on a moral problem in the domain of health care and scrutinize arguments for and against possible answers, as a basis for a reasonable and justifiable judgment;
- critically reflect on your own ethical beliefs and justify your recommended course of action.

### Content

Is euthanasia of demented patients in a progressed state morally permissible? When should doctors refuse requests for new technologies of assisted reproduction such as IVF? Do we have a moral duty to fund orphan drugs? What should government, industry and individuals do in order to tackle problems like obesity or organ donation? And are new technologies to enhance the capabilities of human beings (cognition, social behavior & mood, or physical appearance) morally desirable? Medical ethics and public health ethics are interesting and complex fields of study. In this module we study pressing ethical issues and how theoretical approaches, concepts and methods may help us to deal with these issues.
Course of Humanities

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>The Vietnam War. Past and Present</td>
<td>GE2V14023</td>
<td></td>
</tr>
</tbody>
</table>

Course goals

Knowledge of the Vietnam War and of the multiple facets of its historical significance. Critically reflect on and analyze historiographical debates. Apply a historical perspective. Analyze scholarly literature. Write an analytical essay. In the latter half of the twentieth century, no conflict was as vivid in the popular imagination as the Vietnam War. There are many reasons for this. The most powerful country in the world found itself mired in a hopeless and devastating war that left an indelible mark on American confidence and the country's self-image. The war had huge consequences not only for Vietnam and its neighbors, but also for international relations more generally, for American influence in the world and for domestic developments in the US. Even today, the Vietnam War is synonymous with the perils of overconfidence and foreign interference, and its traumatic legacy continues to be a significant factor shaping debates about interventions such as those in Iraq and Afghanistan. This course offers a broad historical view of the Vietnam War. Alongside the conflict itself, it also considers the events leading up to the war, the Cold War context, how the war unfolded and ultimately ended, American decision-making, the long-term ramifications in the US, its cultural manifestation in American cinema, music and photography and the Vietnamese perspective. Diverse viewpoints will be analyzed through a combination of lectures on specific themes and a broad selection of literature. The literature will be discussed in tutorials, as will documentaries about the Vietnam War. Three feature films round out the course. Students' knowledge will be assessed on the basis of an essay and a final exam.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Racism in the Western World: a Cultural History</td>
<td>GE2V16006</td>
<td></td>
</tr>
</tbody>
</table>

**Course goals**

This course offers an intensive introduction to the historical development of ideas about ethnicity, race and racism in the Western world. Students will gain insight into the cultural processes that feed into constructions of race and ethnicity and learn to turn a critical lens on scientific concepts such as racism, racial boundaries, multiculturalism, discrimination, othering and whiteness. Course participants will also be instructed in the techniques of the historian’s craft: finding and selecting literature, assessing texts, critically analyzing sources and working with historical concepts such as ethnicity, racism and discrimination.

**Content**

Though racism is mainly associated with the colonial slave experience and genocide in the Second World War, it has a much longer history that also ripples through to our own world today. This course studies the history of racism in the West from the Enlightenment to the present day. Our main focus is on the way in which ideas about race and ethnicity have evolved as categories of differentiation, hierarchy and exclusion. Students will research the complex interactions between these cultural constructs and the historical dimensions of nationalism, colonialism, imperialism and globalization in Western history. The development of racism in Europe will be considered from an international and comparative perspective, in part through the study of colonial and transatlantic experiences of slavery and migration, as well as by researching the worldwide spread of ideals of equality, human rights and civil rights. In addition, we will look at how scientific and pseudoscientific constructs of racism, social Darwinism and eugenics were modelled from the nineteenth century onwards to legitimize differentiation and selection on the basis of racial characteristics. Finally, this course will investigate how knowledge of this controversial past can offer a framework for understanding current discussions about race and ethnicity.
## Course Goals

By the end of the course, students will:

- have an overview of both the historical background and the cultural response to moments of crisis and conflict in the long twentieth century
- contextualize and analyze relevant written and visual primary sources
- be able to evaluate historiography critically and place it within a wider debate
- be able to work both independently and in small groups to communicate findings in written and oral form
- have formed an opinion about the role of both artists and visual culture more generally in society in times of conflict and today

## Content

We often think the realm of art is worlds away from the realm of politics. In this course, however, we will discover how the two are intricately bound up with each other. Particularly during times of conflict, artists speak with a political voice and politicians, leaders and activists use art, and particularly visual culture, as a means of engaging with a larger population. Art functions as a symbol of the nation, a medium of propaganda and a forum for social and political critique.

In this course we will focus on art and politics in moments of crisis and situations of political and social conflict: war, revolution, repression, civil war and state terror. We will take a closer look at the visual arts during the First World War, the Third Reich and the Cold War, but also investigate traumatic encounters and more subtle entanglements of art and power during colonialism and the new imperialism of the late nineteenth and early twentieth centuries.

We will touch upon themes such as historians and the ‘visual turn’, art and power, the politics of display, the individual artist and the collective, and the convergence and divergence of art and politics. The course uses forms of ‘high art’, for example paintings, architecture and exhibitions, but also includes a wider sense of visual culture, such as posters, press photographs and monuments. It starts from the premise that art cannot be understood without a solid understanding of its political, economic, social and cultural historical context.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to</td>
<td>Asia and the West in a Southeast Context</td>
<td>GE3V15006</td>
<td></td>
</tr>
<tr>
<td>28/06/2019</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course goals**

To acquire knowledge of the political, economic and cultural effects of Western imperialism on societies of Southeast Asia; to analyze the various debates and interpretations on European imperialism and the reactions of Asian societies; to develop the ability to design a research project and to collect and analyze the relevant source material and literature; to present the results of the research in a well-structured way in oral and written form.

**Content**

All of Asia has experienced the effects of Western imperialism – including areas not under formal colonial rule. This course offers knowledge about the workings of the colonial presence. Students will understand the dynamics of conquest and rule by western powers and the local reactions. They will reflect on the enormous and lasting impact of colonial rule on the societies and world views in Asia. Issues of modernization and religion will receive special attention. The course will draw its cases and examples from Southeast Asia, and Indonesia in particular. The research component is very strong in this course. Students will be required to do research in primary source material and write an extensive academic paper.
Faculty of Humanities

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>The Cultural Cold War: American Cultural Diplomacy from 1945 to the Present</td>
<td>GE3V17049</td>
<td></td>
</tr>
</tbody>
</table>

**Course goals**

- students will gain knowledge about the principles and definitions of cultural diplomacy
- students will learn about the historical emergence and development of American cultural diplomacy from the early twentieth century to the present
- students will be able to evaluate the principles of cultural diplomacy as a form of soft power in relation to traditional instruments of diplomacy and foreign policy

**Content**

This course examines diplomacy based on the exchange of ideas, values, traditions and other aspects of culture or identity. Using the Cultural Cold War as a case study, we will analyze the way the United States used instruments of cultural and public diplomacy to win the hearts and minds of global publics in its ideological contest with the appeal of the Soviet Union in the postwar period. American abstract expressionism, jazz musicians, modern kitchens, design, and intellectual magazines and conferences were used as tools of “soft power” (Joseph Nye). This course will analyze how cultural exchanges in fields such as the arts, sports, literature, music, science, business, and economy have been used to establish relations between transatlantic partners. After studying the literature, students will explore one case study in a small research project (which may concentrate on cultural history of international relations).
### Course Goals

Employing recent theories from gender and postcolonial studies, as well as media studies, this course analyzes a wide range of case studies from contemporary visual culture, across a broad scope of genres and technologies. It will invite the students to critically think of concepts such as representation, mediation and dissemination. Moreover, it will provide a novel approach to art, culture and technology by challenging the primacy of vision and by injecting an intersectional perspective.

### Content

This course introduces gender as a key concept while looking at various cultural practices in the visual and technological field: film, photography, the Internet, mass media, art, contemporary art theory, as well as social performances of memory, citizenship and nationalism. It uses feminist research methodologies to open up fresh perspectives on these practices and to rethink our encounter with various forms of artistic, technological and cultural expressions. In this engagement, the course offers also an introduction into the growing field of feminist techno-sciences and new media studies, and explores in both a creative and a critical way new technological and digital cultures that our daily lives couldn't do without anymore.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Framing Violence</td>
<td>GE3V18007</td>
<td></td>
</tr>
</tbody>
</table>

**Course goals**

- To improve your capacity to examine the ways in which episodes of violence are framed and portrayed.

- To gain insight in the functionality of these frames, in terms of:
  1) recruitment of supporters and propagation of a concrete us/them divide;
  2) the legitimization of (violent) action; but also
  3) to consider the circumstances which condition whether and to what degree social entities are receptive or resistant to certain discourses.

- To help you to synthesize theory and case material.

**Content**

Our understandings of violent conflicts are influenced by the interpretative frames in which they are placed. The selection of a form and level of explanation for contemporary violent conflict is a serious political act in the sense that representations have political implications. The way in which violent incidents are coded and categorized will play - intentionally, or not - a role in casting blame and responsibility. From colonial racism, to the Cold War ideological stand-off, and the War on Terror, different systems of 'knowledge' have all produced 'authorities' who define and interpret local incidents of violence, but also, and importantly, act upon these interpretations. The portrayal of a bar room brawl as an 'ethnic clash', car-burnings in French suburbs as a 'new intifada', and sexual violence in the Democratic Republic of the Congo as 'a weapon of war' are examples of how violent acts are increasingly framed in terms that are removed from - but certainly feed into - the local settings in which they occur. This course examines this global-local dialectics of framing, in which a variety of actors fight a discursive battle over image, the justification of violence, blame and accountability.
Faculty of Humanities

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Creative Writing</td>
<td>EN3V14304</td>
<td>A minimum of C1 level of English (on the European Framework).</td>
</tr>
</tbody>
</table>

**Course goals**

1. Acquire and improve editing techniques necessary to craft literary texts.
2. Apply analytical tools from stylistics and literary criticism in reflecting on self-written fiction and non-fiction in prose and poetry.
3. Polish and perfect already highly advanced English writing, up to and beyond effective operational proficiency (CEFR C1) to mastery (CEFR C2).

**Content**

This course uses students’ reading of literatures in English to teach the writing and editing of literary fiction and non-fiction in prose and poetry. Neither children’s fiction nor genre fiction feature. Students annotate their work and critically evaluate both their own and their peers’ texts. A process writing approach is taken, stressing rewriting and editing. To this end students read aloud their work in writers’ workshops.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>Political Philosophy</td>
<td>PP2V18003</td>
<td></td>
</tr>
</tbody>
</table>

**Course goals**

After this course, the student will
- have basic knowledge and understanding of the main theories in the history of political philosophy.
- have the ability to give a philosophical reconstruction, analysis and criticism of these theories.
- be able to recognize connections between these theories and political positions with respect to current-day political institutions and problems and contribute to political argument by drawing upon them.

**Content**

Every society is confronted with the problem of order: how to organize the living-together of humans who tend to engage in conflicts as much as in peaceful acts of cooperation? How to create a community out of disparate individuals, and how to legitimize the authority to rule such a community? Should there be any limits to what a state can do to individuals? Political philosophers have given different answers to these timeless questions, ranging from an epistocracy of the wisest men, to the absolutist rule of monarchs, from a constitutional democracy to a communism without the state. This course introduces some of the classics of the history of Western political philosophy: Plato, Hobbes, Locke, Rousseau, Marx and Mill. It will focus on their conceptions of the human being and society and their views on legitimacy, order, decision-making and justice. In addition, students are challenged to consider whether these views have any relevance to today’s political world. Throughout the course, special attention will be paid to the political philosophers’ stance on the regulation of economic life in general and the themes of market exchange, private property, economic inequality, capitalism and socialism in particular.
Faculty of Humanities

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Extra entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2019 to 28/06/2019</td>
<td>The History of Politics</td>
<td>PP2V18004</td>
<td></td>
</tr>
</tbody>
</table>

**Course goals**

After this course, the student will have a basic knowledge and understanding of theories and methods about the historical origins and development of political institutions; in particular, students will
1. be able to interpret and analyze problems and challenges for political institutions;
2. have insight in the mechanisms of politicization and depoliticization that contribute to the changing nature of the political;
3. be able to analyze such developments from a long-term and comparative perspective, on the basis of primary sources and secondary literature;
4. be able to interpret contemporary political problems from the perspective of the historically changing form and content of the political;
5. have the ability to communicate historical insight in political problems and institutional responses to these problems with professionals from various backgrounds;
6. have the ability to reflect upon the norms of professional integrity.

**Content**

This course addresses the variety of forms that politics has taken in the last four centuries. It starts from the assumption that the form and content of politics has changed considerably over time, and that political struggles always also deal with the question what can be considered political. It focuses on the changing institutional forms of political organization, the varieties of political action, and the different ways the boundaries of the political are drawn. We discuss the relation of politics to power, authority and violence; the development of the state, as the most important form of political organization; the changing repertoires of political action; the nature of political leadership; and the territorial boundaries of the political community. The course aims to clarify these transformations as processes of politicization and depoliticization, in which the political is defined and redefined. The course offers both a thematic and chronological overview of these issues, and links long-term transformations of the political to a practical understanding of contemporary political issues.