

Elementary phase (semesters 1 and 2, year 1)

Mentor programme

Volledige vakbeschrijving

The Mentor Programme BA AC serves to help students to tackle academic challenges during their studies, especially in the first year. Transition from secondary school to university is never easy. Many students will sooner or later experience a period during which their study does not work out the way they expected it to and this especially happens in their first year. The Mentor Programme has been designed with this in mind and is first and foremost aimed at easing transition to university and helping students 'survive' the first year. The core component of the Mentor Programme for first-year students is the student-mentor relationship. Students are assigned to a mentor and a mentor group in their first year. They will have group meetings and individual meetings with their mentor. Meetings centre on the study expectations and experiences of the students. The objective of the Mentor Programme is twofold. First, it aims to assist students in becoming a successful student. To become a successful student they need to become engaged in their own academic development; to become what is often termed a "self-regulated learner". Second, the programme offers students a social and academic community of peers in which they can exchange experiences, reflect on successes, challenges, opportunities and problems and learn from each other. Students receive 1 ECTS for completing the Mentor Programme.

ACU1506

Periode 1

2 sep 2019

5 jun 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

1.0

Taal van de opleiding:

Engels

Coördinatoren:

- J. Weusten
- [J.L. Weusten](#)

Onderwijsmethode:

Skills, PBL

Evaluatiemethoden:

Assignment

Faculteit der Cultuur- en Maatschappijwetenschappen

Onderzoeks- en schrijfvaardigheden I

Volledige vakbeschrijving

Dit Nederlandstalige blok richt zich op het ontwikkelen van schrijf- en onderzoeksvaardigheden die nodig zijn op universitair niveau. Het blok omvat 3 periodes (september tot en met januari). In periode 1 en 2 krijgen studenten een aantal opdrachten om hun leesbegrip en schrijfvaardigheden te ontwikkelen. Ze volgen ook een lezingencyclus over het thema "Cultural Memory". In periode 3 schrijven studenten, in een aantal stappen, een individueel paper. Ook geven ze een presentatie van hun onderzoeksresultaten. Tijdens dit traject krijgen studenten feedback op de kwaliteit van hun werk van een schrijfcoach/tutor en leren ze elkaars werk te beoordelen (peer feedback). Elementaire stappen in het schrijf- en onderzoeksproces, zoals het formuleren van een onderzoeksvraag, het structureren van een paper, argumenteren en het verbinden met wetenschappelijke literatuur, komen uitgebreid aan bod. Nederlandstalige studenten kunnen voor dit blok kiezen als ze vaardigheden in het academisch schrijven en presenteren in het Nederlands willen verwerven en verder willen ontwikkelen. Studenten kunnen zich in week 1 van het academisch jaar bij het Front Office melden om zich voor dit Nederlandstalige blok in te schrijven.

Doelstellingen van dit vak

Het leren schrijven van een academisch paper in het Nederlands, op basis van eigen onderzoek (literatuurstudie), op een voorgeschreven cultuurwetenschappelijk onderzoeksterrein (Cultural memory).

ACU1901

Periode 1

2 sep 2019

31 jan 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

7.0

Taal van de opleiding:

Engels

Coördinator:

- [J.C.M. Wachelder](#)

Evaluatiemethoden:

Assignment

Faculteit der Cultuur- en Maatschappijwetenschappen

Knowledge and Criticism

Volledige vakbeschrijving

Knowledge and Criticism examines the role of science in modern western culture in its relation to non-western cultures. Advanced science and technology are often understood as the hallmarks of all that makes us modern. How has this situation arisen? On what choices and assumptions is modern science based? Knowledge and Criticism answers these questions by going back to the founders of

modern science (like Descartes and Newton), to the Enlightenment ideals of knowledge and progress (like those expressed in the French Encyclopédie), and to the reaction against all this during the Romantic era (with thinkers like Goethe and Humboldt). Students will also investigate the present: what do scientists do today, and how does their work fit into our culture and society? This course builds on your knowledge of Greek and medieval philosophy acquired in ACU1000 Apollo and Dionysus. It prepares the ground for the great modernisation themes in ACU1002 Disenchantment and Ideology. Its focus is also related to ACU2015 Technological Society.

Doelstellingen van dit vak

Insight into the significance of science in modern western culture (in relation to non-western cultures) and knowledge of the Scientific Revolution, Enlightenment and Romanticism.

Aanbevolen literatuur

- Peter J. Bowler and Morus, Iwan Rhys, Making Modern Science. A Historical Survey (Chicago: The University of Chicago Press, 2005).
- Steven Shapin, The Scientific Revolution (Chicago: The University of Chicago Press 1996).

ACU1001

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [R.F.J. de Bont](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Final paper, Written exam

Trefwoorden:

Scientific revolution, Enlightenment, Romanticism, science & society

Faculteit der Cultuur- en Maatschappijwetenschappen

Disenchantment and Ideology

Volledige vakbeschrijving

In the nineteenth century the western world experienced a profound transformation. Traditional, predominantly agrarian society made way for an industrial one; the hierarchical social order was challenged by growing individualism and egalitarianism; and authoritarian government was gradually replaced by parliamentary democracy and suffrage. The French Revolution and the Industrial Revolution marked the beginning of this process of modernisation. Modernisation profoundly changed the view of man and society. Society was no longer viewed as immutably

anchored in tradition or God's will. The idea of social design, the desire to create a better or perfect world, is a crucial characteristic of the modern way of thinking. People began to believe that the future could be planned and shaped in a rational manner. The ideal of social design entailed political conflicts and struggles about the reconstruction of society and these were based on political ideologies such as liberalism, conservatism, socialism, and nationalism, which implied various views of man. In the context of secularisation, a new view of man and society also emerged in science, in biomedical science and sociology in particular. The traditional view of the world and man's position in it was dominated by Christian religion as well as magic and symbolic thinking. The Enlightenment and science paved the way for a secular world-view, in which man was not so much considered as a special being because God had endowed him of her with a soul and his or her moral destiny lay beyond this world. More and more man was viewed and studied as a natural and social being. In this course the rise of modern society will be studied from the perspective of the fundamental ambiguities of this transformation. On the one hand modernisation was a process of liberation: liberation from the shackles of traditional society, from age-old social hierarchies, from authoritative and oppressive political structures, and from dogmatic ways of thinking. On the other hand modernisation resulted in new problems such as disruption and disorientation and it also implied the need to adapt to new rules, pressures, and disciplinary systems.

Doelstellingen van dit vak

Understanding the political, social-economic and cultural modernisation of European society from the late eighteenth until the early twentieth century.

Aanbevolen literatuur

Various relevant textbooks are used.

ACU1002

Periode 4

3 feb 2020

3 apr 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [F.G. Huisman](#)

Onderwijsmethode:

PBL, Lecture(s)

Evaluatiemethoden:

Written exam, Final paper

Trefwoorden:

Democracy, Industrial Revolution, biomedical and social science, secularisation

Faculteit der Cultuur- en Maatschappijwetenschappen

Art and Modernity

Volledige vakbeschrijving

How does modern art relate to its social context? This course answers that question by exploring the complex ties between modernity and the various arts, especially painting, literature, and film. It focuses on the period between 1780 and 1980, roughly, and introduces influential artistic movements including realism, naturalism, modernism and the avant-gardes - all of which try to capture what they consider to be reality. The course also places these movements in a broader social context, and explains how artists responded to phenomena like urbanization, colonialism, and the rise of the modern media system. Making things more concrete, the course zooms in on a number of case studies including Manet's Olympia (1863), Conrad's "An Outpost of Progress" (1897), Fitzgerald's The Great Gatsby (1925), and Vertov's Man with a Movie Camera (1929).

ACU1003

Periode 5

6 apr 2020

5 jun 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [E. Wesseling](#)

Onderwijsmethode:

PBL, Lecture(s)

Evaluatiemethoden:

Participation, Take home exam

Trefwoorden:

literary history, realism, modernism, style, Urbanization

Faculteit der Cultuur- en Maatschappijwetenschappen

Doing Conceptual Analysis

Volledige vakbeschrijving

In this skills course, students will begin learning the method of conceptual analysis. Working from an introductory text in conceptual analysis, students will learn techniques to better understand the contexts through which different concepts have been developed and the ways in which different authors use the same concept for different purposes. Students will also be asked to write a conceptual analysis of "democracy" as it is used in different texts.

Doelstellingen van dit vak

Students will be introduced to the method of conceptual analysis, including collecting information on the author and medium of publication; examining the semantic meaning of a concept; drawing out the kind of intervention an author intends through the use of a concept; and to better understand why concepts change over time. Students will exercise these skills through a written assignment.

Aanbevolen literatuur

Several articles and chapters from various books.

ACU1508

Periode 4

3 feb 2020

3 apr 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

4.0

Taal van de opleiding:

Engels

Coördinator:

- [D.M. Cressman](#)

Onderwijsmethode:

Assignment(s), Lecture(s), Paper(s), PBL, Skills

Evaluatiemethoden:

Final paper

Trefwoorden:

conceptual analysis, nineteenth-century texts, Democracy

Faculteit der Cultuur- en Maatschappijwetenschappen

Apollo and Dionysus

Volledige vakbeschrijving

Course 1A 'Apollo and Dionysus' provides an overview of the development of thinking about norms and values in the history of Western civilization. It focuses upon a number of influential world views and their moral implications – from the tenets of Socrates and Plato to those of Nietzsche and Foucault. Starting point is the continuous tension between very rational, 'Apollonian', philosophical-ethical schools of thought on the one hand, and some alternative, 'Dionysian', more comprehensive approaches to morality on the other, as expressed in works of art. For example, in Greek tragedy the inadequacy of an exclusively rational approach – and indeed of any form of one-sidedness – is a major theme. This interdisciplinary course, then, not only introduces the main Western philosophical ethical traditions in their historical context, but also deals with more implicit images of 'the good life' as expressed in works of literature and art.

Doelstellingen van dit vak

Knowledge and understanding of the origins of ethical views in modern Western civilization.

Aanbevolen literatuur

- Blackburn, Simon. (2001). Being Good. A short introduction to Ethics. Oxford: Oxford University Press.
- Copleston, F.C. (1985). A History of Philosophy. Book One (which contains vols. I, II and III). New York: Doubleday.
- Nussbaum, Martha C. (1986). The Fragility of Goodness. Luck and ethics in Greek tragedy and philosophy. Cambridge: Cambridge University Press.
- Waal, Frans de (2014). The Bonobo and the Atheist: In Search of Humanism Among the Primates. New York / London: Norton.

ACU1000

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [M.S.J.M. Kardaun](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Written exam

Trefwoorden:

History of ideas, ethics, Plato, Nietzsche, Greek tragedy, (post-)modernism

Faculteit der Cultuur- en Maatschappijwetenschappen

Analysing Art

Volledige vakbeschrijving

Works of art and literature can be valuable sources for research in cultural studies. Yet they are sources of a particular kind that require a distinct approach and method of analysis. This skills training offers six hands-on tutorials in which a variety of visual artworks (paintings and photos) and literary texts (short stories) will be analysed in detail. The artistic materials under scrutiny are roughly related to the main course Art and Modernity (running in parallel in year 1 period 5), but instead of the main course's historical logic this skills course is organized according to method and medium. Methodologically, the training introduces the basics of three key theoretical approaches and interdisciplinary analytical models: iconography (the study of images), semiotics (the study of signs) and narratology (the study of narrative). A series of parallel lectures offers theoretical and practical insights that help you to prepare for the weekly tutorials.

Doelstellingen van dit vak

Upon completion of this skills course, you will be able to:

Bachelor Arts and Culture

- understand and explain the basics of three methodologies/methods frequently used to analyse works of art: iconography/iconology, semiotics, narratology;
- identify and describe the distinct theoretical backgrounds on which these methodologies/methods are based;
- apply these methodologies/methods in hands-on analysis of individual artworks in different media;
- utilize the specialized analytical vocabularies that are specific to each of these methodologies/methods;
- critically evaluate the advantages and challenges of all three methodologies/methods - both in general and for research in Arts & Culture.

Aanbevolen literatuur

Several articles and chapters from various books provided during the course.

ACU1502

Periode 5

6 apr 2020

5 jun 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

4.0

Taal van de opleiding:

Engels

Coördinator:

- [W.B.J. Goossens](#)

Onderwijsmethode:

Skills, Paper(s)

Evaluatiemethoden:

Final paper

Trefwoorden:

iconography, semiotics, narratology

Faculteit der Cultuur- en Maatschappijwetenschappen

Research and Writing I

Volledige vakbeschrijving

"Research and Writing I" introduces students to the reading, writing, and research skills necessary to succeed at the University level. The course encompasses period 1, 2 and 3 (September until January). During period 1 and 2, students will complete three written assignments designed to develop and refine their reading comprehension, writing skills, and revising skills. The third assignment supports students in choosing a topic for the paper which they write in period 3. In parallel, they attend lectures by FASoS staff members introducing the field of Memory Studies and/or presenting their research on (cultural) memory. This "Memory Lecture Series" gives students an initial overview of possible topics in Arts and Culture research. During period 3, students focus on writing their own paper. They submit 5 assignments: a main research question and (sub-)questions; a table of contents including headlines and brief section summaries; a draft of their research paper; an oral presentation on their research results; and the final version of their research

paper. During the tutorials in period 3, students present and discuss their research and writing progress. They will receive (individual) tutor feedback, and learn how to give peer feedback.

Doelstellingen van dit vak

The goal of the initial group meetings and tutor feedback in period 1 and 2 is to endow students with reading and writing skills which will be invaluable as they proceed through the Arts & Culture programme. In period 3, students will have to master significant stages in writing an academic paper. The tutorials will support students in formulating a research question, structuring their paper and writing about their insights. Students will have to present their research results, while likewise providing and receiving peer feedback on oral as well as written presentations of their research.

Aanbevolen literatuur

- Booth, W., Colomb, G., & Williams, J. (2008). *The craft of research*. Chicago: The University of Chicago Press.
- Jackson, H. (2005). *Good grammar for students*. London: Sage.
- Rawlins, J. (1999). *The writer's way* (4th ed.). Boston/New York: Houghton Miffling.
- Rawlins, J. & Metzger, S. (2012). *The writer's way* (8th ed.). Boston: Wadsworth.

ACU1900

Periode 1

2 sep 2019

31 jan 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

7.0

Taal van de opleiding:

Engels

Coördinator:

- [J.C.M. Wachelder](#)

Onderwijsmethode:

Presentation(s), Work in subgroups, Lecture(s)

Evaluatiemethoden:

Presentation, Final paper

Trefwoorden:

Writing an academic paper, presenting research results, (cultural) memory, reading, Writing, and revising skills; research skills

Faculteit der Cultuur- en Maatschappijwetenschappen

Reading Texts and Interdisciplinarity

Volledige vakbeschrijving

This skills course introduces students to scientific research in the field of humanities, focusing on history, philosophy art and literature studies and the qualitative social sciences. Apart from familiarising students with texts from these disciplines, the skills course introduces students to the idea of interdisciplinary research through one example of an interdisciplinary text. Thematically the

course features texts in the realm of the “good life”. Furthermore, this skills training trains a number of academic skills, including close reading argumentative texts; summarising texts; understanding the contents of texts in light of their distinct disciplinary aims; recognising different methodological approaches specific to each discipline.

Doelstellingen van dit vak

To give an elementary preparation to the students to study in an interdisciplinary and PBL environment.

ACU1504

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

4.0

Taal van de opleiding:

Engels

Coördinator:

- [V.C. Lagendijk](#)

Onderwijsmethode:

Assignment(s), Lecture(s), Paper(s), PBL, Skills

Evaluatiemethoden:

Portfolio

Trefwoorden:

Academic skills, reading, interdisciplinarity

Faculteit der Cultuur- en Maatschappijwetenschappen

Diagnostic Test: English Language

Volledige vakbeschrijving

This compulsory diagnostic test aims at determining a student’s English proficiency level and at making them aware of the importance of the English language in the core programme. The lowest scoring 20% will have to complete a writing task in the form of a summary. They will also have to attend a follow-up interview with one of the language trainers, when the results of the tests will be discussed, and further advice will be given how to improve active skills.

Doelstellingen van dit vak

This diagnostic test aims at preventing students from dropping out because of problems with their English language skills. The test aims at determining students’ English proficiency level and at making them aware of the importance of the English language in the programme. Advice will be given to those who need to improve their English.

Aanbevolen literatuur

Materials provided during course.

ACU1505

Periode 1

2 sep 2019

6 sep 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

0.0

Taal van de opleiding:

Engels

Coördinator:

- [N.P. Wylie](#)

Onderwijsmethode:

Assignment(s)

Evaluatiemethoden:

Computer test

Trefwoorden:

Language skills

Faculteit der Cultuur- en Maatschappijwetenschappen

Finding Sources

Volledige vakbeschrijving

This skills course trains you in finding and using sources for research. The first part deals with the finding: how can I build up a useful bibliography for writing a paper? The second and third part deal with the interpretation of sources: how can I make sensible use of evidence about the past? The focus is on historical sources. But the skills of historical source analysis can also be readily translated to the assessment of other kinds of information sources - almost any kinds. This is a feature that we will explore in the interactive lectures of this skills training.

Doelstellingen van dit vak

The course has two aims:

- It trains you to find and critically assess appropriate sources in the light of a particular research problem.
- It introduces you to historical methods (source criticism), applied to wide areas of research in the humanities and qualitative social sciences.

Aanbevolen literatuur

- Bloch, M. (1992). *The historian's craft* (P. Putnam, Trans.). Manchester: Manchester University Press.
- Carr, E.H. (1961). *What is history?* Harmondsworth: Penguin Books.

Bachelor Arts and Culture

ACU1507

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

4.0

Taal van de opleiding:

Engels

Coördinator:

- [M. Reithler](#)

Onderwijsmethode:

Assignment(s), Lecture(s), Research, Work in subgroups

Evaluatiemethoden:

Final paper

Trefwoorden:

Library search, source criticism

Tweedejaarsvakken

Elementary phase (semester 3, year 2)

Faculteit der Cultuur- en Maatschappijwetenschappen

Cultural Pluralism

Volledige vakbeschrijving

Contemporary western societies are characterized by cultural plurality: different social communities have different values and lifestyles. Over the past two decades this diversity has become a growing source of concern about how to reconcile the demands of plurality and identity, in order to safeguard social and cultural cohesion. The course considers a number of normative dilemmas that arise from the current co-existence of a diversity of cultural traditions. Discussions are about western values, Asian values and Islam; universalism and relativism; modernity, secularism and the role of religion; human rights; globalisation; the politics of emotion.

Doelstellingen van dit vak

- To learn to describe the current challenges arising from diverse cultural identities in a globalized world, and to understand the historical, intellectual and social genealogies of these challenges in western society.
- To be able to identify and evaluate different positions in current debates on cultural values and to make reasoned contributions to such debates.

Aanbevolen literatuur

Bhikhu Parekh (2000). *Rethinking Multiculturalism*. London/New York: Palgrave.

Michel Houellebecq (2015). *Submission*. Penguin Random House.

Bachelor Arts and Culture

ACU2001

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [D.J. Kamphof](#)

Onderwijsmethode:

PBL, Lecture(s), Paper(s), Presentation(s)

Evaluatiemethoden:

Participation, Assignment, Final paper

Trefwoorden:

Identity, values, Pluralism, secularism, politics of emotion

Faculteit der Cultuur- en Maatschappijwetenschappen

Onderzoeks- en schrijfvaardigheden II

Volledige vakbeschrijving

In dit tweede onderzoeks- en schrijfvaardighedenblok zullen studenten als afsluiting van de basisstudie een paper schrijven waarin zij een cultuurwetenschappelijk thema naar keuze aan de orde stellen en daarbij laten blijken dat zij een basaal academisch niveau hebben bereikt. Periode 1 en 2 zijn gewijd aan het selecteren en afbakenen van het thema en aan het systematisch zoeken naar bronnen en materiaal. Op basis daarvan schrijven studenten een literatuurstudie, welke als uitgangspunt dient voor het schrijven van een academisch paper tijdens periode 3. In dit blok ligt de nadruk op het zelfstandig kiezen van een onderwerp, het formuleren van een onderzoeksprobleem en een onderzoeksvraag, het zoeken naar relevante informatiebronnen en het onderbouwen van een claim met een solide argumentatie.

Doelstellingen van dit vak

Het zelfstandig schrijven van een academisch werkstuk over een zelfgekozen cultuurwetenschappelijk onderwerp.

Aanbevolen literatuur

- Booth, W., Colomb, G., & Williams, J. (1995). *The craft of research*. Chicago: The University of Chicago Press.
- Rawlins, J. (2002). *The writer's way* (5th ed.). Boston: Houghton Miffling.
- Renkema, J. (2002). *Schrijfwijzer* (4e, herz. ed.). Den Haag: Sdu.
- Seale, C. (Ed.). (2004). *Researching society and culture*. London: Sage.

ACU2901

Periode 1

Bachelor Arts and Culture

2 sep 2019

31 jan 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Nederlands

Coördinator:

- [M. Reithler](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Assignment, Written exam

Trefwoorden:

Onderzoeksvaardigheden, onderzoeksopzet, Schrijfvaardigheden, vormgeven, taalbeheersing, structureren, argumentatie

Faculteit der Cultuur- en Maatschappijwetenschappen

Research and Writing II

Volledige vakbeschrijving

In this second Research and Writing course, students will conclude their basic studies with the writing of an academic paper, in which they will examine an Arts and Culture theme of their choice and in which they will have achieved a basic level of academic competence. During period 1 and 2, students select and delineate their topic and conduct a systematic search for sources and material. They then compose a Literature Review on the basis of key sources. This review will be the starting point for the academic paper in period 3. The emphasis in this course is on the independent selection and definition of the topic of the paper, on the formulation of the research problem it addresses and the research question it sets out to answer and on building a solid and convincing argumentation that is supported by the productive use of relevant secondary sources.

Doelstellingen van dit vak

Independently writing an academic paper on a self-chosen subject within the field of Arts and Culture.

Aanbevolen literatuur

- Booth, W., Colomb, G., & Williams, J. (1995). *The craft of research*. Chicago: The University of Chicago Press.
- Jackson, H. (2005). *Good grammar for students*. London: Sage.
- Rawlins, J. (2002). *The writer's way* (5th ed.). Boston: Houghton Miffling.
- Seale, C. (Ed.). (2004). *Researching society and culture*. London: Sage.

ACU2900

Periode 1

2 sep 2019

Bachelor Arts and Culture

31 jan 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [M. Reithler](#)

Onderwijsmethode:

Lecture(s), Assignment(s), PBL

Evaluatiemethoden:

Assignment, Final paper

Trefwoorden:

research skills, Research design, Writing skills, formatting, language and rhetorical skills, structuring, Argumentation

Faculteit der Cultuur- en Maatschappijwetenschappen

Mentor programme

Volledige vakbeschrijving

The Mentor Programme BA AC serves to help students to tackle academic challenges during their studies.

ACU2505

Periode 1

2 sep 2019

5 jun 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

1.0

Taal van de opleiding:

Engels

Coördinator:

- [J.L. Weusten](#)

Onderwijsmethode:

Skills, PBL

Evaluatiemethoden:

Assignment

Faculteit der Cultuur- en Maatschappijwetenschappen

Technological Society

Volledige vakbeschrijving

In this course you will explore and analyse what it means to live in a technological society. In particular, you will study how technology and society have been intertwined since World War Two.

Bachelor Arts and Culture

While technology has always been an intricate part of any society, in the second half of the 20th century technological change became a defining characteristic of the way societal structures, media and art are constituted and organized. In this course, you will investigate and unravel this distinctive condition.

The central idea of this course is that many current societal issues build on, resonate and reflect issues in the past. You will study five different areas in which questions about technology's role in society are central: security, mass media, environment, health and work. Taking its starting point in current challenges related to these five areas, you will seek to contextualize them in relation to parallel developments in the period 1950-2000. This course is foremost about social and cultural questions. In this course you will learn that technological development is not just about technology.

Doelstellingen van dit vak

- You will learn to recognize and articulate contemporary challenges of technology in society, in particular in the areas of security, mass media, environmental pressures, health and work & consumption
- You will learn how to productively draw parallels between the current societal issues and developments and imaginations in the past
- You will learn to recognize and apply analytical perspectives to analyse the entanglement of technology, media, and politics in our contemporary society.
- You will be able to make a reasoned contribution to academic and societal debates on the role of technology in society

Aanbevolen literatuur

See course book.

ACU2015

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [A.M. Hommels](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Written exam

Trefwoorden:

Science, Technology and Society studies; Media; Security; Environment; Health; Work; Social Shaping of Technology; technological determinism

Faculteit der Cultuur- en Maatschappijwetenschappen

Doing Ethnography

Volledige vakbeschrijving

In this skills course, students are introduced to the qualitative research method of ethnography. Following an introduction to ethnographic research, the students of each tutorial group work together on collaboratively developing a research problem and design (related to the role of technology in contemporary society, which relates to the Technological Society course), which can be tackled through a series of individual methodological exercises. Students practice different methods in the ethnographic toolkit, such as conducting participant observation research, virtual ethnography and qualitative interviews. In bringing together the different exercises in a research report (written individually by each student), we discuss how ethnographic materials can be generated; how the results can be interpreted and analysed; and how ethnographic research can be made robust, valid and reliable.

Doelstellingen van dit vak

Upon completion of this skills course, you will be able to:

- understand and explain the main characteristics of ethnographic research
- (collaboratively) define a research problem which is suitable to an ethnographic approach
- apply different ethnographic methods (participant observation, virtual ethnography, qualitative interviews) to the research problem
- communicate with research participants in a professional and ethically sound manner
- use different ways of recording and documenting research data
- account for and reflect upon methodological choices
- analyse ethnographic materials in relation to the research problem

Aanbevolen literatuur

See course book.

ACU2506

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

4.0

Taal van de opleiding:

Engels

Coördinator:

- [A. Supper](#)

Onderwijsmethode:

Assignment(s), Lecture(s), Paper(s), PBL, Skills, Research

Evaluatiemethoden:

Doing Discourse Analysis

Volledige vakbeschrijving

Doing Discourse Analysis will immerse you into unpacking three topical and controversial issues, related to the parallel running course Cultural Pluralism: 1) Political discussions about multiculturalism in Western Europe, 2) Recent mediations of refugees fleeing to Europe and 3) Debates about veiling. You will learn how to unravel the underlying cultural norms, ideas and categories that structure the way in which an individual or a group of actors gives meaning to these subject matters. You will for instance analyse how different, contradictory identities of Syrian refugees are constructed in news outlets; in one story, they are helpless victims in need of humanitarian help, in another selfish men that have left their families behind. Discourse analysis is a socio-constructivist methodology that allows you to ask questions such as: Whose interests are served by these discourses? What power relationships are at play? Which version of Syrian refugee identity appears to be dominant, and where does it come from? Discourse analysis is about finding out how different groups of people make sense of the world, how they create knowledge of the world that they consider to be meaningful, and who is considered to be in a powerful enough position to utter statements that are considered to be true.

You are introduced to doing discourse analysis in three ways. First, we will go back to discussions of the work done by one of its founding figures, Michel Foucault. Second, you are invited to become acquainted with discourse analysis by having a close and critical look at the ways in which scholars have already analysed the three topics above. Third, we will learn by doing. You will collect materials for analysis and analyse them together with your fellow students in small sub-groups, and set up an individual research project in which you will mobilize discourse analysis. You will present this analysis during a final conference at the end of the course. As such, the course also helps to foster your experience and expertise in teamwork and your presentation skills

Doelstellingen van dit vak

Upon completion of this skills course, you are able to:

- explain/understand the principles of discourse analysis as a methodology
- apply discourse analysis in the analysis of 'texts' (in a broad sense)
- pinpoint the various discourses or discourse strands at work in given 'texts' /debates
- effectively present the outcomes of a discourse analysis.

Voorwaarden

None

Aanbevolen literatuur

The readings in this course are available as E-readers on the UM Student Portal.

Bachelor Arts and Culture

ACU2507

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

4.0

Taal van de opleiding:

Engels

Coördinator:

- [J.L. Weusten](#)

Onderwijsmethode:

Skills, Assignment(s), PBL, Presentation(s)

Evaluatiemethoden:

Participation, Presentation

Trefwoorden:

discourse analysis, Foucault, Cultural Pluralism, Methodology

Minor

See this link for all UM Minors: <https://www.maastrichtuniversity.nl/education/bachelors/minors>

Minor Arts and Heritage

Faculteit der Cultuur- en Maatschappijwetenschappen

Arts and Culture: Policy and Politics

Volledige vakbeschrijving

What is art? What is good art? What is the value of art and culture? Why and how should the government support or not support the arts: which art, whose culture? How about cultural participation? These are the main questions of this interdisciplinary course which will provide the students with knowledge and analytical tools necessary for understanding the many different answers to the questions. The course combines an introduction in relevant literature and theories (art history, cultural history, cultural economics, sociology of culture) with real life case studies. Students will do some collective field work by preparing and conducting an interview with a professional in the arts and culture sector Instruction language. The approach is international and comparative.

Doelstellingen van dit vak

Students know and understand:

- different approaches towards art and cultural policy;
- main arguments in favour and against more or less state support for arts and heritage;
- effects of different forms of supporting arts and heritage;
- influence of political, societal and cultural contexts on these themes.

Bachelor Arts and Culture

ACU3005

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

12.0

Taal van de opleiding:

Engels

Coördinator:

- [J.J. de Jong](#)

Onderwijsmethode:

PBL, Assignment(s), Lecture(s), Presentations, Work in subgroups, Working visit(s)

Evaluatiemethoden:

Final paper, Participation, Assignment, Presentation

Trefwoorden:

Art, Culture, cultural policy

Faculteit der Cultuur- en Maatschappijwetenschappen

Museum Meanings

Volledige vakbeschrijving

The central focus of this course is on museums, museum education and the dynamic relation between museums and society. Museums had and still have various tasks such as collecting, conservation, research and education. However there are many different types of museums and the contemporary museum differs from museums in the nineteenth century, which were mainly visited by the middle classes. Nowadays participation and reaching a broad and diverse audience are important for the legitimization of museums. In order to fulfill this new societal function museums changed their presentations from object centered to context and visitor centered, and cultural or museum education has gained importance.

In this course students will study the historic development of the museum as a institution, museum architecture, organisation, funding, exhibitions, education programmes, information and websites, through reading, lectures, discussions and working visits to museums.

Doelstellingen van dit vak

- Students know, are able to identify and do understand different forms of museums;
- Students know and understand main issues in museum studies and the historic development of museums;
- Students know, understand are able to apply relevant learning and teaching theories in the context of museums;
- Students are able to evaluate a museum exhibition;
- Students are able to analyse debates with respects to cultural participation, the reach of museums and their role and mission.

ACU3004

Periode 2

Bachelor Arts and Culture

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

12.0

Taal van de opleiding:

Engels

Coördinator:

- [J.J. de Jong](#)

Onderwijsmethode:

Lecture(s), PBL

Evaluatiemethoden:

Presentation and paper

Faculteit der Cultuur- en Maatschappijwetenschappen

Paper Minor Arts and Heritage

Volledige vakbeschrijving

Individual and independent research and writing.

Doelstellingen van dit vak

Students are able to conduct independent research and write a paper on a topic from the minor courses.

Voorwaarden

Course ACU/CWE3004 and/or ACU/CWE3005

ACU3904

Periode 3

6 jan 2020

31 jan 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

6.0

Taal van de opleiding:

Engels

Coördinator:

- [J.J. de Jong](#)

Onderwijsmethode:

Coaching, Paper(s), Research

Evaluatiemethoden:

Final paper

Minor Differences/Inequalities: Introduction to Gender and Diversity Studies

Faculteit der Cultuur- en Maatschappijwetenschappen

Crucial Different Lives, Narrated (Auto-)Biographies

Volledige vakbeschrijving

“Crucially Different Lives, Narrated (Auto-) biographies” is designed to explore life stories/histories and auto/biographical writing in relation to the construction of differences we studied in Course A and B. It provides the opportunity to mobilize the insights you have gained during the previous two courses, by making use of them in analysing texts and doing narrative interviews that document a “history from below” and the ‘crucially different’ life of a person you have chosen. How do the discussions that you came across in these courses inform the lives of men and women from all walks of life? In what ways are differences that we have discussed lived, remembered, and written/narrated by so-called ‘authors of the self’? What exactly is the connection between autobiography and contemporary theorizing about the subject and the so called “death of the subject”? How can differences be read, interpreted, and written by the authors of an-other’s life? How are they narrated and acted in narrations and performances of the self?

Doelstellingen van dit vak

This course aims to come closer to understanding differences through shifting the level of analysis to that of the individual self. It will start on the premise that the differences we have studied so far are not only constructed in discourse and power relations, but also orally narrated and represented in life-writing-documents. However, in individual ‘biographical work’, and minority stories the social scripts, gender norms and stereotypes of ‘Otherness’ are not only performed and repeated, but also exceeded. Rather than looking at constructions and performances of crucially different lives as separate ends, we will learn they exist in a continuum. Auto/biographical accounts — whether they are written, visualized or narrated— offer the possibility to investigate how the two approaches are interwoven into auto/biographical texts. The course will provide you with skills of reading and interpreting auto-biographical literature as well as with interview skills to conduct narrative interviews and analyse the biographical work of your interviewee. The course aims to assist you in analyzing the ways in which the categories of gender, ‘race’, class, and sexuality interact with one another in the formation of subjectivity, differences and ‘different’ selves.

Final qualifications

After completion of this course, students are able to:

1. understand the narrative construction of self and differences in shifting focus to the individual level;
2. do a close-reading life-writing documents from biographies to literary fiction;
3. demonstrate knowledge of (auto-)biography studies, narrative approach, and life-writing;
4. able to apply theoretical knowledge on gender and diversity studies to a concrete case study;

Bachelor Arts and Culture

5. apply theories of narratology, biographical work, and life-writing to their project;
6. define how individual “biographical work” and minority self-stories perform but also work through and go beyond mainstream discourses and stereotypes;
7. reflect on the ethical dimension of qualitative interviews, decide about their narrative material and their use of the interview for the research project;
8. present the individual story of their interviewee in a broader cultural-political context;
9. conduct qualitative interviews and develop a research project.

Aanbevolen literatuur

- Cederberg, M. (2014): Public Discourse and Migrant Stories of Integration and Inequality - Language and Power in Biographical Narrative, *Sociology*, 48 (1)
- John Eakin: *How Lives become Stories. Making Selves*, 1999
- Sidonie Smith & Julia Watson: (2001). *Reading Autobiography. A Guide for Interpreting Life Narratives*, University of Minnesota Press.

MCD3002

Periode 3

6 jan 2020

31 jan 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

6.0

Taal van de opleiding:

Engels

Coördinator:

- [U.G.S.I. Brunotte](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Presentation, Written exam

Trefwoorden:

(Auto-)Biography, Interview, Lifewriting, Gender and Intersectionality

Faculteit der Cultuur- en Maatschappijwetenschappen

The Making of Crucial Differences

Volledige vakbeschrijving

The Making of Crucial Differences offers a historical inquiry into the development of cultural ‘differences’ marked through categories like gender, race, class, religion, and sexuality from early Enlightenment until the beginning 20th century. The course builds on different historical case studies and introduces "gender" as useful category of historical analysis. These case studies are combined with philosophical texts and literature to look at the way in which Western identitydiscourses and its colonial subcode have formed dichotomies like self and other, black and white, the Orient and the West, male and female, hetero- and homosexual, upper, middle and lower class and how these ‘differences’ became social inequalities. The course follows Foucault’s discourse theoretical approach and asks how these ‘differences’ were conceptualized and sometimes newly invented in (medical) science, philosophy and Orientalist-colonial discourse. Adorno- Horkheimer’s

dictum of a Dialectic of Enlightenment is taken as a meaningful starting point: The aim of modern age was to “liberate human beings from fear and install them as masters of nature”. Enlightenment promised liberty, democracy and equality yet at the same time it has built the crucial forms of in- and exclusion which structure society and individual identities until the present day. The failure and paradoxes of the promises of modern “progress” are questioned in the course. Students will get a first introduction into classical theories of gender, Orientalist- and post-colonial studies and critical (discourse-) theory.

Doelstellingen van dit vak

- To acquaint students with cultural constructions and historical configurations and of ‘race’, class, gender and sexuality starting with the Enlightenment and ending with the catastrophe of the Holocaust; including colonialism and slavery, war and identity narratives, discourses of exclusion.
- To introduce students to critical theories, like discourse analysis and the history of knowledge (Foucault), postcolonial and gender/sexuality studies and studies of Orientalism.
- To acquaint students with the way these categories of difference were conceptualized and intersect, and how they have structured cultural scripts and practices, stereotypes, individual identities, and European history in the long 19th century.
- To acquaint students with the way in which such intersecting categories of difference have constituted (and still constitute) inequalities and differences of power, resulting in invisibility, restricted access to sources etc.

Final qualifications

After completion of this course students are able too:

1. define the historical configurations of differences from early Enlightenment until the beginning 20th century and the *Shoa*;
2. reconstruct the way in which Western identity discourses (including racism and homophobia) and their colonial and anti-Semitic subcode have constructed differences that run parallel to politics of inclusion and exclusion and legitimize inequality and (even) extermination;
3. reflect on the “dialectic of Enlightenment” (Adorno/Horkheimer);
4. define and work with gender as category of historical analysis;
5. explain how current discursive figures, narratives and tropes have a *longue durée* and a genealogy in history (for example in nationalism and orientalism);
6. define the role of literature, images, and philosophy as a means of reproduction and (critical) reflection of hegemonic discourses;
7. be aware of and analyze the role of the (heroic, male) body as central cultural signifier in modern nationalism/colonialism;
8. demonstrate understanding of the main theories and concepts in historical gender studies, postcolonial studies, (orientalism/antisemitism), and critical theory.

Aanbevolen literatuur

- Joseph Conrad: Heart of Darkness (1899, 1995) Penguin Classics
- Ann Mc Clintock: Imperial Leather: Race, Gender and Sexuality in Colonial Contest, Routledge 1995
- Thomas Laqueur: Making Sex: Body and Gender from Antiquity to Freud, Harvard University Press 1990
- Michel Foucault: The History of Sexuality Vol 1, London 1978

Bachelor Arts and Culture

MCD3000

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

12.0

Taal van de opleiding:

Engels

Coördinator:

- [U.G.S.I. Brunotte](#)

Onderwijsmethode:

PBL, Presentation(s)

Evaluatiemethoden:

Presentation, Written exam

Trefwoorden:

Dialectic of Enlightenment, Gender, Orientalism, hegemonic masculinity

Faculteit der Cultuur- en Maatschappijwetenschappen

Crucial differences in the 21st century

Volledige vakbeschrijving

This course addresses contemporary configurations of gender, sexuality, race, ethnicity, and class, and the way in which these 'crucial differences' function on social, cultural, and subjective levels in the late twentieth and early twenty-first century. Through a critical inquiry into topical cases as well as major texts within contemporary gender and diversity studies, the course traces the multiple ways in which identity and difference, inclusion and exclusion, equality and inequality are produced and reproduced in ongoing flows of negotiation and transformation. From the headscarf debates in France to queer theory, and from critical whiteness studies to the politics of sexual nationalism, the course traces the complex interaction between gender, sexuality, race/ethnicity and class in the contemporary world.

Doelstellingen van dit vak

The main objectives of this course are:

- to acquaint students with contemporary configurations of gender, sexuality, race/ethnicity, and class, and the way in which these 'crucial differences' structure contemporary cultural texts and images, as well as social and individual identities and institutions;
- to familiarize students with topical debates, themes and theories in contemporary gender and diversity studies;
- to teach students how multiple identities and experiences of difference and inequality interact, by familiarizing them with intersectional approaches to gender, sexuality, race/ethnicity and class;
- to provide students with the analytical skills to examine the dynamics of the production and reproduction of identity and difference, inclusion and exclusion, equality and inequality.

Final qualifications

After completion of this course, students are able to:

1. demonstrate insight into how contemporary configurations of gender, sexuality, race/ethnicity and other categories of difference structure contemporary cultural discourses and practices, as well as social and individual identities and institutions;
2. analyse multiple dynamics of identity and difference, inclusion and exclusion, equality and inequality by applying intersectionality as a critical theory and method;
3. identify and take position in topical academic and societal debates within contemporary gender and diversity studies;
4. present key insights, motives and approaches in gender and diversity studies to a diverse audience through written and oral modes of communication;
5. work in international and intercultural teams, listen to each other and respect differences in a critically self-reflexive way;
6. construct and carry out an effective design for an undergraduate research paper within the field of gender and diversity studies.

MCD3001

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

12.0

Taal van de opleiding:

Engels

Coördinator:

- [L.B.N. van den Hengel](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Presentation, Take home exam, Final paper

Trefwoorden:

Gender and diversity studies; Intersectionality; Identity politics; Queer theory; Difference and inequality

Minor European studies

Faculteit der Cultuur- en Maatschappijwetenschappen

The Idea of Europe

Volledige vakbeschrijving

This first course of the Minor European Studies curriculum has an introductory character. It touches on a number of issues which will be dealt with more extensively later on in the programme, but it also calls attention to a fundamental question concerning Europe: Does Europe exist? Does the name "Europe" refer to a political and/or cultural identity of its own? And if so, what are the distinguishing

characteristics of this identity, what have been the decisive common experiences that have fostered a sense of European community, and how has it evolved in time?

Doelstellingen van dit vak

At the end of this course, students will:

- have a basic overview of the development of the idea and identity of Europe, which can serve as a broad historical framework for understanding the process of European integration as it has occurred after 1945;
- be more familiar with specific characteristics of European history, notably in comparison with that of other (non-European) societies;
- have an understanding of some of the basic theoretical and methodological problems in dealing with this subject matter. Students are introduced to problems concerning the study of identity, especially the social and symbolic construction of community and identity, as well as corresponding notions of representation, invention of tradition, and 'lieux de mémoire'. They are also made familiar - at a rudimentary level - with some of the most influential (and contested) theories in the historical study of society like Max Weber's concept of rationality, Norbert Elias' theory of civilisation, different views on modernisation (Sigmund Freud, Ernest Gellner, Zygmunt Bauman).

Aanbevolen literatuur

Delanty, G. (1995). *Inventing Europe: Idea, identity and reality*. London: Macmillan Press

MES3000

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [F.L. Laczo](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Final paper

Trefwoorden:

The idea of Europe, Identity, History

Faculteit der Cultuur- en Maatschappijwetenschappen

Back to the Sources

Volledige vakbeschrijving

This research training offers a first introduction to the ways historians deal with the problems of tracing, selecting and assessing primary sources, especially those related to the (early) history of European integration. During the course, the specific characteristics of the following types of primary sources are discussed: political speeches, archival records and public opinion sources. Each of the three assignments is devoted to a specific problem and a specific category of historical sources: the assignment on political speeches is mainly devoted to the critical analysis of sources. The assignment on archival sources focuses on the problems of selecting and combining a variety of sources. Finally, the assignment on public opinion sources addresses the problems of representativity and influence.

Doelstellingen van dit vak

This training stimulates a critical and methodical attitude towards sources. At the end of this training, students will be able to:

- differentiate between primary and secondary sources;
- appreciate the importance of primary sources for the study of historical phenomena;
- recognise the different characteristics and pitfalls of several types of primary sources.

Aanbevolen literatuur

To be announced. Please see course manual.

MES3500

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

3.0

Taal van de opleiding:

Engels

Coördinator:

- [E.P.M. Stoffers](#)

Onderwijsmethode:

PBL, Presentations, Work in subgroups

Evaluatiemethoden:

Final take home exam, Presentation

Trefwoorden:

Research training, source criticism, historical methods, EU integration history

Faculteit der Cultuur- en Maatschappijwetenschappen

Europe: a critical reflection

Volledige vakbeschrijving

The concluding course brings the whole minor together. Equipped with the knowledge gained in the previous courses, students work in pairs on a comparative research paper. The course book provides students with broadly defined topic areas from the field of European Studies, allowing them to pick a topic of their own choosing. The tutorials accompany the writing process, providing common ground for discussion on key controversies in European Studies and on the methodology of comparative analysis. Lectures provide further food for thought on what it means to conduct critical research in European Studies. At a concluding conference, students present their findings to their peers.

Doelstellingen van dit vak

At the end of this course students are trained in key academic processes: selecting a topic for research, developing a research design, writing a co-authored research paper and presenting in a conference setting.

MES3002

Periode 3

6 jan 2020

31 jan 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

6.0

Taal van de opleiding:

Engels

Coördinator:

- [C.M. Sommerey](#)

Onderwijsmethode:

Work in subgroups, PBL, Presentation(s)

Evaluatiemethoden:

Presentation and paper

Faculteit der Cultuur- en Maatschappijwetenschappen

Great Expectations

Volledige vakbeschrijving

The main aim of this course is to provide students with a basic understanding of the European Union: its development, its institutional framework and current problems. First, this course introduces the European integration process since the early 1950s. Using the current debate on the future of the Union as our point of departure, this course goes back to the early years of the European Communities and subsequently traces all the major developments in the EU up to the present. Secondly, we investigate the institutions of the European Union, their tasks and the main decision-making mechanisms. Finally, current political challenges of European integration are put up for debate. Throughout the whole course, students, additionally, get familiarized with the main European integration theories.

Doelstellingen van dit vak

To provide insight into the historical development, the EU institutions, decision-making processes and current issues of the EU, and to get familiar with integration theories.

Aanbevolen literatuur

Nugent, N. (2010). The government and politics of the European Union. (7th ed.). Hampshire: Palgrave Macmillan.

MES3001

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [A. Herranz Surralles](#)

Onderwijsmethode:

Assignment(s), Paper(s), Presentation(s)

Evaluatiemethoden:

Assignment, Written exam

Trefwoorden:

European Union, European integration history, institutional framework, European integration theories

Faculteit der Cultuur- en Maatschappijwetenschappen

Negotiation Skills

Volledige vakbeschrijving

This six-week training is organised around three simulation games, which allow students to improve their negotiation skills and to better understand the practicalities of decision-making processes in Brussels. The purpose of this skills training course is threefold :

1. to provide a basic introduction to the main concepts of negotiation and negotiation theories;
2. to improve students' negotiation skills;
3. to arrive at a better understanding of EU decision-making (public vs. foreign policy-making, the composition and competencies of various institutions, interaction between institutions, interactions within the Council etc.).

Doelstellingen van dit vak

By the end of the course, students will:

Bachelor Arts and Culture

- gain a better understanding of the decision-making in Brussels;
- gain new knowledge on the theory of negotiations;
- improve their negotiation skills in practice.

Aanbevolen literatuur

To be announced. Please see course manual.

MES3501

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

3.0

Taal van de opleiding:

Engels

Coördinator:

- [E.V. Sapir](#)

Onderwijsmethode:

PBL, Assignment(s)

Evaluatiemethoden:

Assignment, Participation

Trefwoorden:

Negotiations, simulation games, diplomacy

Minor Globalisation and Development

Faculteit der Cultuur- en Maatschappijwetenschappen

Urban Development & Poverty in the 21st Century

Volledige vakbeschrijving

Since 2008 more than half of the world population lives in urban areas, according to the United Nations Populations Fund. Of particular concern is the fact that over a billion people now live in informal settlements or slums, where poverty and precarity are highly concentrated. Nevertheless, people continue to migrate to cities, and informal settlements continue to accommodate them. Despite their proneness to disaster, disease, violence and cultural tensions, they also appear to be focal points of vitality, opportunity and new initiatives. Modern urban growth and development have been inexorably entwined with the globalization of the economy and the agro-industrial industries. But who are the winners and the losers in these processes of global change? In some ways the city, as an urban space, can be conceptualized as a contested site, where various social actors pursue their agendas and enact their identities. This course investigates how cities and its citizens, and in particular the urban poor, are affected by these developments, and what novel initiatives and perspectives with regards to urban growth are emerging.

Doelstellingen van dit vak

Students understand challenges of urban development and poverty in the 21st century.

Aanbevolen literatuur

Davis, M. (2006), Planet of Slums. London: Verso. (+ several academic articles, book chapters, policy papers and websites)

Simone, A. (2010), City Life from Jakarta to Dakar. New York: Routledge

MGD3001

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

12.0

Taal van de opleiding:

Engels

Coördinator:

- [B. Pasveer](#)

Onderwijsmethode:

Lecture(s), PBL, Skills, Work in subgroups, Presentation(s)

Evaluatiemethoden:

Assignment, Participation, Written exam

Trefwoorden:

Development, Poverty, Urbanization, Megacities, Slums, Ecology, Space, Identity

Faculteit der Cultuur- en Maatschappijwetenschappen

Globalisation and Inequality

Volledige vakbeschrijving

This course critically focuses on structural issues of development on a global scale. Globalisation refers to the increasing interdependence of markets, states and civil societies and the resulting effects on people and their environment. By also focusing on inequality, the structural differentiation among actors in terms of access to means, opportunities and resources, issues of (re-)distribution are taken into account as well. The course investigates inequalities and interdependencies on a global, international, national and local level, while considering the role of public, private and civil society actors. Thus, it aims to understand the underlying development processes and unlock the ongoing debates. The course focuses on the following themes: globalisation and development: the Global Goals for Sustainable Development; a history of inequality; the agencies of development; democratization, human rights and development; health and development; global migration and remittances; and food security, natural resources, land grabbing and global crises.

Doelstellingen van dit vak

Students understand contemporary development challenges in the context of power struggles, processes of globalization and issues of inequality. Students are able to understand underlying development processes and unlock ongoing debates regarding inequality and poverty on various levels.

Aanbevolen literatuur

Hopper, P. (2012). Understanding Development. Cambridge: Polity (+ several academic articles, book chapters, policy papers and websites)

MGD3000

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

12.0

Taal van de opleiding:

Engels

Coördinator:

- [W.W. Nauta](#)

Onderwijsmethode:

Lecture(s), PBL, Skills, Work in subgroups, Presentation(s)

Evaluatiemethoden:

Assignment, Participation, Written exam

Trefwoorden:

Globalisation, Development, the Global Goals for Sustainable Development, Colonialism, inequality, the agencies of development, Democratisation, Human Rights, Public health, HIV/AIDS, NGOS, Migration, remittances, food security, natural resources, land grabbing and global crises, BRICS, G20

Faculteit der Cultuur- en Maatschappijwetenschappen

Globalisation Seminar & Symposium

Volledige vakbeschrijving

This course focuses on a subject related to Globalisation and Development that is the theme of the concluding symposium. This year's theme 'migration' is connected with both preceding courses as it has a global and structural dimension as well as cultural, local and personal features. Moreover, it has a present-day importance and is suitable for a more abstract and theoretical, as well as an empirical and/or historical approach. Students will work on a paper and discuss work in progress with fellow students and tutors. At the concluding symposium (for which all-day participation is mandatory) students and a keynote speaker will present their paper.

Doelstellingen van dit vak

At the end of the course, students:

- can describe some of the main debates in the field of migration studies
- are able to find, assess, and critically make use of secondary and primary data
- are able to formulate a research question
- are able to build an academic argument
- are able to conduct a literature review
- be able to deal with and incorporate feedback
- are able to write a full, well-referenced, research paper and position themselves in an academic debate
- are able to present their own work at a symposium

Voorwaarden

Registration for this course is only possible when course A (MGD3000: Globalisation and Inequality) and course B (MGD3002: Urban Development and Poverty in the 21st Century) of the minor Globalisation and Development is completed.

Aanbevolen literatuur

Castles, S., de Haas, H. and Miller, M. (2013 [5th ed.]). The Age of Migration. International Population Movements in the Modern World. Basingstoke: Palgrave Macmillan.

MGD3002

Periode 3

6 jan 2020

31 jan 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

6.0

Taal van de opleiding:

Engels

Coördinator:

- [B.B. Dito](#)

Onderwijsmethode:

Skills, PBL

Evaluatiemethoden:

Attendance, Final paper, Presentation

Trefwoorden:

Migration, academic writing, symposium

Interfaculty Minor Art, Law and Policy Making

Faculteit der Cultuur- en Maatschappijwetenschappen

Arts and Culture: Policy and Politics

Volledige vakbeschrijving

What is art? What is good art? What is the value of art and culture? Why and how should the government support or not support the arts: which art, whose culture? How about cultural participation? These are the main questions of this interdisciplinary course which will provide the students with knowledge and analytical tools necessary for understanding the many different answers to the questions. The course combines an introduction in relevant literature and theories (art history, cultural history, cultural economics, sociology of culture) with real life case studies. Students will do some collective field work by preparing and conducting an interview with a professional in the arts and culture sector Instruction language. The approach is international and comparative.

Doelstellingen van dit vak

Students know and understand:

- different approaches towards art and cultural policy;
- main arguments in favour and against more or less state support for arts and heritage;
- effects of different forms of supporting arts and heritage;
- influence of political, societal and cultural contexts on these themes.

ACU3005

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

12.0

Taal van de opleiding:

Engels

Coördinator:

- [J.J. de Jong](#)

Onderwijsmethode:

PBL, Assignment(s), Lecture(s), Presentations, Work in subgroups, Working visit(s)

Evaluatiemethoden:

Final paper, Participation, Assignment, Presentation

Trefwoorden:

Art, Culture, cultural policy

Faculteit der Rechtsgeleerdheid

Law and Art: The Free Movement of Cultural Property

Volledige vakbeschrijving

Law and Art - The Free Movement of Cultural Property is a course analyzing the trade in artworks and cultural objects and their protection against various forms of threats from a legal perspective. Artworks speak to our imagination and either fascinate or irritate (or bore) us and in the public discourse in the media it is the uniqueness of artworks that is emphasized: their uniqueness, their representation of the artistic genius, expressions of the human condition... Nevertheless, artworks can be endangered during conflicts, can be stolen or looted, can be forged and the authenticity can be questioned.

Beside their artistic and historic value, art works are also goods: material objects that can be valued in money. This dual character of artworks combining their economic value with a higher or aesthetic value is what makes artworks particularly interesting to study from a legal perspective. It is more challenging and interesting to discuss the possible claims and limitation periods concerning a fabulous painting stolen or looted more than 50 years ago than the restitution of a bike, which has been stolen perhaps only 10 years ago.

Another challenge for the law is the fact that the art trade (legal and illicit) is a truly international market. Since artworks are relatively easy to take across borders, stolen or looted art objects can show up all over the globe. To add to the difficulties, laws affecting the art trade differ from country to country. This is especially true for export regulations, the rules on the bona fide purchase and limitation periods. The position of the bona fide purchaser is a delicate issue. Who should be protected and for how long? Must a bona fide purchaser return a stolen painting to the original owner? Which law applies if more than one jurisdiction is involved? Which international obligations exist? What happens to former colonial cultural goods? Do they have to be returned to the country of origin or can they still be admired in the museums of the former colonial powers? Are there just and fair solutions for these types of disputes?

These examples show that this course deals with many different areas of law: International and European law, Human Rights, Private and Private International Law, Public as well as Criminal Law. However, you can easily widen the legal fields having a relation to the art market, such as for example Intellectual Property Law or Tax Law, which will not be addressed during the lectures and tutorials.

The course will examine a broad spectrum of issues including the protection of cultural property during times of war against destruction and removal as well as their restitution and the protection of cultural property in times of peace against illegal export and the illicit trade. Furthermore, the European dimension of cultural policies will be discussed including the free movement of cultural property in the European Union, resale royalty legislation, state aid and the cultural sector. Additionally, the question of cultural diversity and the issue of authenticity and fakes as well as the international and European legislative developments concerning stolen, illicitly excavated, exported and looted works of art will be discussed during the lectures and the tutorials.

In the first week, during the first lecture there is a general introduction given, in which the organization of the course is explained and the work on issues concerning the International Art Trade and the Law is commenced.

Assessment:

Participants will in principal be assessed on the basis of a paper in the area of art law /cultural heritage law. The paper should be written according to academic standards. The paper should include a literature list. References should be in footnote format.

Doelstellingen van dit vak

Aim of the course is to creating awareness of legal problems concerning the licit and illicit art market, the protection of cultural heritage and other closely related issues concerning the legal position of the art object and the artist.

Hereby, the international dimension of the art market is of great importance for the solution of legal disputes. Students will become familiar with various areas of law all related to art, cultural property and heritage (International and European law, Human Rights and Private International Law, Property Law, Contract and Tort Law, Criminal Law and various regulations concerning the art market etc. The students will be given an insight in the legislative developments on the international and European level as well as a comparative perspective. They will become familiar with various cases decided in different jurisdictions but also alternative dispute resolutions.

This course is also part of an interfaculty MINOR.

Voorwaarden

Basic knowledge of law is important even if this course is open for students of the faculties of LAW, Arts and Culture and UCM and Erasmus students but students who have not a law background should in any case read before the course starts the recommended literature.

Aanbevolen literatuur

As basic reading material we shall use

- Lyndel Prott (ed) Witnesses to History, published by UNESCO Publishers in 2009. This book is available free as ebook

Furthermore,

- Kurt Siehr, International Art Trade and the Law, Recueil des Cours 1993, Vol. 243 (to be found in the library),

The book of

- Katja Lubina, Looted Art (electronically available on ELEUM and provided as PDF by e-mail) and different articles on ELEUM.

IER3004

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

Bachelor Arts and Culture

6.0

Taal van de opleiding:

Engels

Coördinator:

- [H.E.G.S. Schneider](#)

Onderwijsmethode:

Lecture(s), PBL

Evaluatiemethoden:

Participation, Final paper

Trefwoorden:

Art law, cultural heritage protection, looted art, restitution and return, fakes, misrepresentation, warranty of title, provenance

Faculteit der Rechtsgeleerdheid

Private International Law

Volledige vakbeschrijving

Private International Law (PIL) provides a set of legal rules for situations where one or more of the parties, facts or circumstances related to a legal dispute are connected with more than one legal system. Private International Law in particular provides: 1. legal rules which establish when a national court has international jurisdiction in any case involving an international element; 2. legal rules which determine the applicable law in cases involving international elements heard before a national court; and 3. legal rules on recognition and enforcement of foreign court judgments.

Each country has its own Private International Law rules, but a significant portion of sources of PIL are international treaties and, in this region, EU regulations. Private International Law has become even more significant as a result of increasing integration within the European Union and because of globalization and increased mobility of people.

This course in particular focuses on the European perspective of Private International Law. Hence it includes: 1. an examination of the general structure, main doctrines, principles and topics (family law, goods, contractual/non-contractual obligations) of PIL from the EU perspective; 2. an introduction to the most important EU Regulations, such as the Regulation 593/2008 on the law applicable to contractual obligations, Regulation 864/2007 on the law applicable to non-contractual obligations, as well as some key international treaties on Private International Law. 3. an overview of the historical development of Private International Law.

For the purposes of this course, Private International Law is understood in a broad sense, thus including the conflict of laws and the law of international civil procedure.

Teaching method:

- PBL/PGO and lectures.
- The participants of this course come together twice a week during a period of three weeks.
- In addition, six lectures are provided as well.

Doelstellingen van dit vak

The general aim of the course is to provide students with an understanding of the problems inherent in legal situations involving (a) cross-border element(s) pertaining to private law (b) in Europe.

Gaining knowledge:

The students will gain knowledge of the basic principles and legal rules of Private International Law from the European perspective, as well as of its historical developments.

Applying knowledge and understanding:

The students will learn to apply the knowledge they acquire to identify and solve concrete problems that arise in international (civil and commercial) transactions.

Making Judgments:

- The students will develop their ability to translate knowledge (from textbooks, primary legal sources) into sound legal arguments or own legal points of view.
- They will learn how to identify the pertinent questions in international civil and commercial transactions.

Communicating:

The students will train their abilities to express legal arguments clearly, both orally and on paper.

Learning Skills:

- The students will develop the techniques legal experts need as regards the gathering, selecting, analyzing, interpreting and synthesizing information from primary sources of EU, international and national law (treaties, legislation, case law) as well as second sources (textbooks, law journals, etc.)
- They will develop their ability to approach the law with a holistic perspective and grasp the consequences of increasingly interconnected civil and commercial transactions.

Voorwaarden

Basic knowledge of law in general.

Aanbevolen literatuur

- The mandatory textbook for this course is the 2019 edition of M. Bogdan & M. Pertegás Sender, *Concise introduction to EU Private International Law*, Groningen: Europa Law Publishing.
- The use of the latest edition of 'Selected National, European and International Provisions from Public and Private Law, the Maastricht Collection' by Nicole Kornet & S. Hardt (eds.), Groningen: Europa Law Publishing, is recommended for those students who are already in possession of the book and/or participate in other ELS courses.
- For other students, such as non-ELS students, another option is: Prof. dr. K. Boele - Woelki (ed.), *Ars Aequi wetseditie European Private International Law 2017-2019*, Nijmegen: Ars Aequi Libri.

Bachelor Arts and Culture

(See also announcement on Student Portal before the start of the course, all books can be ordered e.g. via Studystore or the publisher).

PRI3018

Periode 3

6 jan 2020

31 jan 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

4.0

Taal van de opleiding:

Engels

Coördinator:

- [M. Pertegás Sender](#)

Onderwijsmethode:

Lecture(s), PBL

Evaluatiemethoden:

Written exam

Trefwoorden:

Private International Law (of the European Union), Conflict of laws, International civil procedure

Faculteit der Cultuur- en Maatschappijwetenschappen

Museum Meanings

Volledige vakbeschrijving

The central focus of this course is on museums, museum education and the dynamic relation between museums and society. Museums had and still have various tasks such as collecting, conservation, research and education. However there are many different types of museums and the contemporary museum differs from museums in the nineteenth century, which were mainly visited by the middle classes. Nowadays participation and reaching a broad and diverse audience are important for the legitimation of museums. In order to fulfill this new societal function museums changed their presentations from object centered to context and visitor centered, and cultural or museum education has gained importance.

In this course students will study the historic development of the museum as a institution, museum architecture, organisation, funding, exhibitions, education programmes, information and websites, through reading, lectures, discussions and working visits to museums.

Doelstellingen van dit vak

- Students know, are able to identify and do understand different forms of museums;
- Students know and understand main issues in museum studies and the historic development of museums;
- Students know, understand are able to apply relevant learning and teaching theories in the context of museums;
- Students are able to evaluate a museum exhibition;
- Students are able to analyse debates with respects to cultural participation, the reach of museums and their role and mission.

Bachelor Arts and Culture

ACU3004

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

12.0

Taal van de opleiding:

Engels

Coördinator:

- [J.J. de Jong](#)

Onderwijsmethode:

Lecture(s), PBL

Evaluatiemethoden:

Presentation and paper

University College Maastricht

Introduction to Art: Representations, Performances and Interactions

Volledige vakbeschrijving

The traditional term for the many ways in which artworks represent reality is mimesis. The mimetic talent for imitation and representation has been the subject of admiration, study and debate throughout the history of Western art. The notion of mimesis is employed to describe painting, literature, music, theater, dance, and more; it is still used to characterize the domain of the arts in general.

In engaging with the concept of mimesis, this course focuses on three central themes and approaches. The first part of the course is concerned with representations of reality in nineteenth and early twentieth century literature, painting, and music. The second part deals with modern and contemporary performance art. The academic field of Performance Studies is introduced in an attempt at dealing with the blurring of genres, cultures and conventions that are typical for contemporary art shaped by mass media and processes of globalization. The third and last part of the course discusses sociological perspectives on art as a social practice and a collective activity.

This course, through its emphasis on representations, performances and interactions, constitutes a basis for courses on the arts in all their diversity, as well as courses on culture in general. The course includes a practical exercise in stylistic representation at the Charles Nypels lab, the print workshop of the Jan van Eyck Academy (<http://www.janvaneyck.nl/en/labs/charles-nypels-lab>).

Doelstellingen van dit vak

- To provide students with an advanced introduction to the visual and performing arts.
- To broaden the students' theoretical understanding of art.

Voorwaarden

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

Aanbevolen literatuur

- Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. Princeton University Press, Princeton, 2003.
- Gombrich, Ernst. *Art and Illusion. A Study in the Psychology of Pictorial Representation*. Princeton University Press, Princeton, 2000.
- Schechner, Richard. *Performance Studies: An Introduction*. Routledge, London, 2002.
- Becker, Howard S. *Art Worlds*. University of California Press, Berkeley, 1984.

MIN0001

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

6.0

Coördinator:

- [C. Rausch](#)

Faculteit der Cultuur- en Maatschappijwetenschappen

Paper Minor Arts and Heritage

Volledige vakbeschrijving

Individual and independent research and writing.

Doelstellingen van dit vak

Students are able to conduct independent research and write a paper on a topic from the minor courses.

Voorwaarden

Course ACU/CWE3004 and/or ACU/CWE3005

ACU3904

Periode 3

6 jan 2020

31 jan 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

Bachelor Arts and Culture

6.0

Taal van de opleiding:

Engels

Coördinator:

- [J.J. de Jong](#)

Onderwijsmethode:

Coaching, Paper(s), Research

Evaluatiemethoden:

Final paper

Trefwoorden:

Arts, Culture, heritage

University College Maastricht

The Presence of Art: Reinterpreting Modern and Contemporary Art

Volledige vakbeschrijving

Since the late 19th century and certainly up until the mid-20th century artists have issued avant-garde manifestoes of change, claiming their art to be ahead of the times. Critical of conventions and traditions, they regarded art as a revolutionary means to social, political, cultural, and intellectual emancipation and progress. Through what has been called the “shock of the new,” by making tabula rasa with the existing, art was to create a better world. Were it not for the fact that art effectively served the ideologies of both the socialist and fascist totalitarianisms of the last century, such radical ambitions might even sound a bit naïve, nowadays. Indeed, as yesterday’s future has become today’s past, the utopias of a bygone era seem to have been disappointed, at last - or have they not? Do we need to rescue avant-garde virtues and ideals for the sake of the relevance of contemporary art? What precisely is the legacy of the modern avant-garde besides its success on the global art market? In the early 21st century and under the spell of a “new spirit of capitalism”, is there any hope left for effective artistic critique? Or does the current “economy of enrichment” simply reduce the value of art to a financial speculation tool?

This course considers histories and theories of modern and contemporary art. It provides an overview of the heterogeneous and experimental development of modern and contemporary art. Artistic responses to society, politics, science, and technology are discussed. A further emphasis is on the practices governing institutions of the contemporary art world, such as art markets and museums. The course features a visit to the Bonnefanten museum in Maastricht, as well as a studio visit and debate with an artist in residence at the Jan van Eyck Academy in Maastricht.

Doelstellingen van dit vak

- To study historical and theoretical approaches to modern and contemporary art.
- To enable critical reflection and debate on the meaning and relevance of artistic practices.
- To learn how to write an art review.

Voorwaarden

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

Aanbevolen literatuur

- Hal Foster, Rosalind Krauss, Yve-Alain Bois, Benjamin H.D. Buchloh, David Joselit, *Art Since 1900: Modernism, Antimodernism, Postmodernism*. Thames and Hudson, London, 2011.
- Sarah Thornton, *Seven Days in the Art World*. Granta, London, 2008.
- Georgina Adam, *Big Bucks: The Explosion of the Art Market in the 21st Century*. Lund Humphries, Farnham, 2014.
- Gilda Williams, *How to Write about Contemporary Art*. Thames and Hudson, London, 2014.

MIN0002

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

6.0

Coördinator:

- [C. Rausch](#)

Graduation phase

in period 4 of year 2, please choose 1 elective course (ACU2016 OR ACU2017 OR ACU2018) + 1 elective skill (EUS3508 OR EUS3500 OR ACU2508)

in period 5 of year 2, please choose 1 elective course (ACU2007 OR ACU2019 OR ACU2023) + 1 elective skill (ACU2509 OR ACU2510)

Graduation phase (semesters 4 and 6)

Faculteit der Cultuur- en Maatschappijwetenschappen

Othering Europe

Volledige vakbeschrijving

It is common practice in academia and society at large, to talk about “Others” through the voices of the majority. Think of, for example, where most of our knowledge of colonial history comes from: through the voices of historians based in western academic institutions. Or think of how minority groups are portrayed in the media: most often through the voices of western journalists. Or how we study the effects of migration on migrant’s lives: through the voice of mostly western researchers. In speaking about or on behalf of the Other, a process of Othering occurs in which the power of representation is in the hands of the author, journalist or researcher.

This course will turn this process on its head and expose you to the narratives of those who are

Bachelor Arts and Culture

typically Othered in western European societies. We will see how such voices are a central part of European history and identity by focusing on three sets of actors: historically colonized peoples, contemporary marginalized groups, and migrants coming from developing countries to Europe. We will analyze the narratives of these actors through recent approaches in the disciplines of History and Post-Colonial Studies using the lens of representation and the de-colonization of knowledge.

The course ends in a research assignment in which you analyze a migrant novel in terms of our three dimensions: how does its narrative reflect and deal with the colonial past, contemporary marginalization, and migration itself.

Doelstellingen van dit vak

In this course you will:

- Acquaint yourself with recent attempts to de-colonize historical knowledge.
- Familiarize yourself with post-colonial literature on the processes of Othering and recognize these in contemporary society.
- Learn how marginalized actors are a central part of European history and identity formation.
- Analyze a novel as a way to understand societal issues around migration.
- Learn how to formulate a well-reasoned argument on a public debate by taking migrants' perspectives into account.

Voorwaarden

None

ACU2016

Periode 4

3 feb 2020

3 apr 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [L.S. Sirri](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Final paper

Trefwoorden:

post-colonialism, de-colonization, the Other, Migration

Faculteit der Cultuur- en Maatschappijwetenschappen

Art, Literature and Technoscience

Volledige vakbeschrijving

This course explores how art and literature engage with contemporary challenges related to the impact of science and technology. How do different artistic media, from books and films to visual and sound art, engage with societal challenges of a technoscientific nature? What can art do in relation to our society? We will approach such questions through topical case studies on art and literature that explore important challenges of contemporary society, including the role of technology in food production, new surveillance technologies, the rise of robotics, and climate change. While the course focuses on the late twentieth and early twenty-first century, we will trace developments back from our current situation to the early twentieth century. In examining the role of art and literature in contemporary society, we will periodically return to the topics of form, context and participation. The case studies will be analyzed with the help of concepts such as immersion, the posthuman, materialism, and scale. The course also includes several exhibition visits, movie viewings and debates.

Doelstellingen van dit vak

By the end of this course you will

- have acquired understanding of artistic responses to current multifaceted societal challenges;
- be able to apply interdisciplinary concepts such as immersion, the posthuman, materialism, materialism, and scale to the analysis of these challenges;
- be able to discuss the role of art in relation to contemporary technoscientific society;
- be able to apply methods learned in the skills courses to the analysis of artworks, literary texts and artistic practices.

Voorwaarden

None

ACU2017

Periode 4

3 feb 2020

3 apr 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinatoren:

- R. Hendriks
- [N.S. Vaage](#)

Onderwijsmethode:

PBL, Assignment(s), Lecture(s), Working visit(s)

Evaluatiemethoden:

Final paper

Trefwoorden:

Art and literature, technological society, societal challenges, robotics, climate change, biotechnology, posthumanism, materialism

Faculteit der Cultuur- en Maatschappijwetenschappen

Living in a Digital Age

Volledige vakbeschrijving

This course provides an overview of the historical and philosophical contexts through which digital technologies and the social worlds that they mediate were imagined and constructed. It allows students to explore how these developments are being realized in contemporary designs, policies, and debates about our sociotechnical world. Students will learn about important contemporary debates regarding the automation of labor, (lack of) diversity among designers of digital technologies, ubiquitous surveillance by states, businesses, fellow citizens, and ourselves. Students will relate these current debates to long-standing philosophical and societal controversies. They will study current technological controversies not as inevitable outcomes of a technical logic, but as products of culture. They will position themselves relative to these debates and craft reasoned arguments - accessible to a wider audience - to back their positions.

Doelstellingen van dit vak

This course takes as its starting point the many debates, opportunities, and challenges that early 21st century digital culture poses. The course will prepare students to engage critically with this culture by understanding, first, the historical and philosophical contexts that stand behind the promises and realities of new digital technologies; and second, a comprehensive overview of the contested trajectories that characterize contemporary digital culture. Upon completion of this course, students will be able to:

- describe the potentials and dangers of contemporary technological society through reference to concrete objects and practices
- position themselves within those debates, and provide reasoned, accessible arguments for their positions.

Voorwaarden

None

ACU2018

Periode 4

3 feb 2020

3 apr 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [D.M. Cressman](#)

Bachelor Arts and Culture

Onderwijsmethode:

PBL

Evaluatiemethoden:

Final paper

Trefwoorden:

digitalization, digital technologies, digital culture

Faculteit der Cultuur- en Maatschappijwetenschappen

Analysing Art II

Volledige vakbeschrijving

This sequel to Analyzing Art I provides you with a more advanced introduction to three methodologies that Arts and Culture students often use to analyze visual and literary artworks: iconography / iconology, semiotics and narratology. In particular, we will discuss the applicability of these methods to different types of genres and media. The course consists of a series of workshop-like meetings dedicated to portrait painting and photography, political iconography, the short story composite, comics and the classical Hollywood cinema.

Doelstellingen van dit vak

Upon completion of this skills course, you will be able to:

- understand and explain the basics of three methodologies/methods frequently used to analyse works of art: iconography/iconology, semiotics, narratology;
- identify and describe the distinct theoretical backgrounds on which these methodologies/methods are based;
- apply these methodologies/methods in an hands-on analysis of individual artworks in different media;
- utilize the specialized analytical vocabularies that are specific to each of these methodologies/methods;
- critically evaluate the advantages and challenges of all three methodologies/methods – both in general and for research in Arts & Culture.

Voorwaarden

The course builds on the first-year skills course Analyzing Art

Aanbevolen literatuur

Several articles and chapters from various books provided during the course.

ACU2508

Periode 4

3 feb 2020

3 apr 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

3.0

Bachelor Arts and Culture

Taal van de opleiding:

Engels

Coördinator:

- [W.B.J. Goossens](#)

Onderwijsmethode:

Skills

Evaluatiemethoden:

Final paper

Trefwoorden:

Iconography/iconology, semiotics, narratology

Faculteit der Cultuur- en Maatschappijwetenschappen

Power and Democracy

Volledige vakbeschrijving

The European state - the national state, the democratic state, or the welfare state - is being challenged, both by antidemocratic forces from within as well as by new forms of supranational governance. How can democracy be defined and how is it related to the fundamental question of power and authority? This course is meant as a theoretical introduction into this question and invites to a critical self-reflexion. The course also aims at an interdisciplinary understanding of politics and democracy. Finally, Western theories and notions will be contrasted with non-Western experiences of politics and democracy.

Doelstellingen van dit vak

The course aims at a theoretical and philosophical (both empirical and normative) approach to fundamental questions of power and democracy.

Voorwaarden

None

Aanbevolen literatuur

- Held, D. (2006). Models of democracy. (3rd ed.). Cambridge: Polity Press

ACU2007

Periode 5

6 apr 2020

5 jun 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

Bachelor Arts and Culture

- [J.R. Parkinson](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Final paper

Trefwoorden:

Political theory: democracy, power, authority.

Faculteit der Cultuur- en Maatschappijwetenschappen

Authority, Expertise and Environmental Change

Volledige vakbeschrijving

Scholars agree that the present-day world is undergoing rapid environmental change. Some even see a new epoch arising in which humans have an all-pervasive impact on the planet: the so-called 'Anthropocene'. Global warming, plastic pollution and biodiversity loss are just some of the environmental challenges that come with this increased human impact. In this course, we will explore the ways in which modern societies respond to these challenges. How are environmental problems defined? Who is ascribed expertise when it comes to finding solutions? Who has the political authority to govern the global environment? How, finally, are alternative environmental futures imagined and decided upon? Rather than as just a technical issue we will, thus, study the environment as an object of scientific controversy, political struggle and societal debate.

Doelstellingen van dit vak

The course aims to generate understanding of how authority and expertise with regard to the environment is generated in present-day society. Students will be trained to use these insights for analysing concrete environmental controversies and writing a policy brief.

Voorwaarden

None

ACU2023

Periode 5

6 apr 2020

5 jun 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [R. Zeiss](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Bachelor Arts and Culture

Final paper

Trefwoorden:

Authority, expertise, the environment, the Anthropocene, climate change

Faculteit der Cultuur- en Maatschappijwetenschappen

Doing Conceptual Analysis II

Volledige vakbeschrijving

Building upon Doing Conceptual Analysis (ACU1508), in this course students will be introduced to different schools of conceptual analysis, including Reinhart Koselleck's Begriffsgeschichte (conceptual history), Quentin Skinner & the Cambridge School of Intellectual History, and different philosophical reflections on the study of concepts (Isaiah Berlin, Gilles Deleuze & Felix Guattari, Friedrich Nietzsche, Michel Foucault, Thomas Kuhn). From this, students will investigate two concepts, "technology," and "romanticism," by reading different conceptual analyses undertaken by different authors.

Doelstellingen van dit vak

There are two main objectives in this course. First, you will be able to reflect upon different variations of conceptual analysis and reflect upon methodological debates in the field of conceptual analysis. The second objective will be to teach you how to find sources from which to build your own conceptual analysis. Starting from the concepts of either "romanticism" or "technology," you will have to identify a selection of sources from which to develop your own conceptual analysis.

Voorwaarden

ACU1508 Conceptual Analysis

ACU2509

Periode 5

6 apr 2020

5 jun 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

3.0

Taal van de opleiding:

Engels

Coördinator:

- [D.M. Cressman](#)

Onderwijsmethode:

Skills

Evaluatiemethoden:

Final paper

Faculteit der Cultuur- en Maatschappijwetenschappen

Vulnerable Bodies

Volledige vakbeschrijving

In the framework of this course, vulnerable bodies are bodies that depart from the norm, especially the norm of ability and youth that we today associate with success in life. If you already have wondered why there is so little diversity in the images of corporeality that surround us or have questioned your own behavior when taking another idealistic image of yourself to post on one of your social media, this course will definitely appeal to you. The elective Vulnerable Bodies combines approaches to the topic from gender, disability, and aging studies, theories of care as well as philosophy, i.e., phenomenology and ethics. Combined, these perspectives help us understand what the relationship entails between individuals as corporeal agents and the societal structures that bind these bodies together and how exclusionary practices are based on oppressions of bodily differences.

A renewed interest in the body that has emerged within the humanities and social sciences in the past decades and that often is characterized as the material or somatic turn builds on the work of scholars such as the late Foucault, Merleau-Ponty, and Featherstone. Foucault explains how knowledge (cf. the rise of clinical medicine) about the body served to uphold various forms of power relations within society. Bodily differences and identities resulted from operations of “bio-power.” In his late work, Foucault addresses the subjectivity and personal agency of human beings to resist power dynamics by introducing concepts such as “self-care.” In Merleau-Ponty’s view, the body is our primary means of knowing the world and the condition for “lived experience.” He challenges the mind-body dualism of the western tradition and shows how we are all perceiving bodies, part and parcel of the social and material world. Featherstone connects society’s current obsession with beautiful, fit, and young bodies with consumer culture. The underlying logic of this culture is to promise us embodied success by making smart consumer choices. This life style is constantly propagated by means of the visual presence of stars, models, and celebrities and sold as the “good life.”

Taking these and other perspectives as theoretical foundation, our elective focuses on the corporeality of human existence and the consumerist society in which this corporeality is embodied. Throughout the course, we will examine literature, art, media, and other practices that challenge the hierarchal dual orderings of the body (young/old, slim/fat, able/disabled, etc.) through which oppression is realized and that encourage us to develop a nuanced understanding of what is often referred to as “body positivity.”

Doelstellingen van dit vak

Upon completion of this course, you will be able to:

- identify how bodies and persons are categorized as “vulnerable” in a neoliberal and consumerist context and what the consequences are of this categorization (e.g., practices of othering, such as ableism and ageism);
- understand and integrate key theoretical approaches (e.g., performativity, embodiment, representation, materiality, and care ethics) to critically engage with this categorization;
- examine the extent to which specific artistic and media practices (e.g., photographs, illness narratives, and art interventions in care settings) contribute to and/or subvert the category of vulnerable bodies by means of narrative and/or semiotic analysis and against the background of the acquired theoretical approaches;

Bachelor Arts and Culture

- make reasoned judgments on creative innovations (e.g., through art, narrative, or technology) in the design of alternative “good” living practices.

Voorwaarden

None

Aanbevolen literatuur

There is no textbook for this course. Instead, a reader has been developed tailored to each task. This reader contains work by Chris Gilleard and Paul Higgs, Mike Featherstone, Rosemary Garland-Thompson, Joan Tronto, Ingunn Moser, Ann Basting, and many others.

ACU2019

Periode 5

6 apr 2020

5 jun 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [A.M.C. Swinnen](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Attendance, Participation, Presentation, Final paper

Trefwoorden:

embodiment, corporeality, Vulnerability, age, Gender, disability, consumerism, lifestyle, care, Art, narratives, media, the good life

Faculteit der Cultuur- en Maatschappijwetenschappen

Doing Discourse Analysis II

Volledige vakbeschrijving

Doing Discourse Analysis II aims to help you to attain sufficient methodological competency to use discourse analysis in your final thesis. Thematically this elective skill invites you to analyse discourses in relation to themes from the elective courses you have followed in period 4 or are following in period 5. In this skills training, you will work on an individual research project on a topic of your choice from one of these courses. Like in Doing Discourse Analysis I, the focus will be on Foucauldian inspired discourse analysis. In Doing Discourse Analysis II, the knowledge of discourse analysis will be deepened and widened. You are introduced to recent additions to discourse analysis - such as the idea of performativity by gender theorist Judith Butler and the conception of discourse coalitions by political scientist Maarten Hajer - and criticisms of the method, making you aware of possible shortcomings and alternatives. You are for instance invited to think critically about the relationship between subject positions that are produced by discourses and everyday lived identities,

Doelstellingen van dit vak

The course will help you to:

- thoroughly understand discourse analysis, performativity, and discourse coalitions.
- evaluate when discourse analysis, performativity, and the discourse coalitions approach can be useful methods for analysis.
- set up a research project that is geared towards unravelling discourses with attention for performativity or discourse coalitions, to perform discourse analysis and to be able to handle a large amount of data in the process of doing so.
- understand the strengths, limitations and drawbacks of discourse analysis, performativity, and discourse coalitions and to be able to deal with these critically and reflectively.
- to write a research paper about discourse analysis with attention for performativity or discourse coalitions.

Aanbevolen literatuur

The secondary readings in this course are available as E-readers on the EleUM

ACU2510

Periode 5

6 apr 2020

5 jun 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

3.0

Taal van de opleiding:

Engels

Coördinator:

- [J.L. Weusten](#)

Onderwijsmethode:

Skills, Assignment(s), PBL

Evaluatiemethoden:

Final paper

Trefwoorden:

discourse analysis, Foucault, Methodology, Performativity, discourse coalitions

Faculteit der Cultuur- en Maatschappijwetenschappen

Research Methods: Advanced Document Analysis

Volledige vakbeschrijving

Offered in a course period when students prepare their BA thesis in particular, this skills course aims to improve the students' ability to make good use of primary sources in their own research. Not only will this course focus on issues related to the selection and analysis of primary sources, it will also train the students how to fuse knowledge gained from such sources with information found in

secondary, academic work. Thus, it will help them to reflect critically upon the manner in which arguments are construed in academic debates. In this respect, this course builds on previous courses (amongst which, Back to the Sources) offered so far in the curriculum as much as it aims to provide the students with the expertise necessary to make efficient and effective use of primary sources in their BA thesis.

Doelstellingen van dit vak

At the end of this course, students will be able to use and analyze documents in an individual research paper.

Aanbevolen literatuur

Material to be provided during the course.

EUS3508

Periode 4

3 feb 2020

3 apr 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

3.0

Taal van de opleiding:

Engels

Coördinator:

- [B.J.J. Rulof](#)

Onderwijsmethode:

PBL, Lecture(s)

Evaluatiemethoden:

Assignment

Trefwoorden:

Research training, source criticism, document analysis, content analysis

Faculteit der Cultuur- en Maatschappijwetenschappen

Research Methods: Interviewing

Volledige vakbeschrijving

In this skills-training students are familiarised with the craft of qualitative, semi-structured interviewing. An introductory lecture will focus on the methodological advantages and disadvantages of interviewing as a research method and on the practicalities of doing interviews. Students will practice the craft of interviewing, recording, transcribing and analysing data through doing interviews themselves and analysing these in small groups. The work of students is closely supervised in practice sessions and through extensive feedback by the tutors and their peers. Please note that this is an elective skills training and available places may be limited; in period 4 students choose two out of the four offered skills of 3 ECTS each.

Doelstellingen van dit vak

At the end of this course, students will have gained: • An insight into methodological advantages and disadvantages of interviewing; • First hand experience in conducting and analysing interviews, based on data gathered by the students themselves; • An understanding of how to use qualitative interviewing as a social science research method.

Aanbevolen literatuur

Rubin, H. J. & Rubin, I.S. (2012). Qualitative Interviewing. The Art of Hearing Data. (3rd edition). London: Sage

EUS3500

Periode 4

3 feb 2020

3 apr 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

3.0

Taal van de opleiding:

Engels

Coördinator:

- [J.L.M. Bruyninckx](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Assignment

Trefwoorden:

Qualitative interviewing, methodology, analysis

Faculteit der Cultuur- en Maatschappijwetenschappen

Doing Research in Arts and Culture

Volledige vakbeschrijving

This course aims to help students recall the methodological skills practiced in the first and second year, and to gain experience in constructing a research design, choosing and/or combining methods, and drawing relevant conclusions from their analysis by going through an entire research cycle. Within the setting of research ateliers (4-hour meetings, twice a week), students will work with a small subgroup of four students on a research design and an analysis of a set of online available sources that students will choose together with their peers from a reservoir of sources preselected by the tutors of this course. This implies that the students' research questions will not yet be the ones to inform their bachelor thesis. The method(s) chosen by the students, however, will have a relation with the methods they expect to be using for their bachelor thesis. The groups will thus be formed according to the student's preferences for particular methods. The exam will be a collective research report plus an individual report.

Doelstellingen van dit vak

Upon completion of this four week course, the student will be able:

- to match research methods with research questions on a set of primary sources within a solid research design in the tradition of qualitative, interdisciplinary scholarship on arts and culture to analyse such primary sources systematically in order to generate insights that go beyond the all-too-obvious;
- to take recourse to an inventory of problem solving strategies to tackle the issues recurrent in doing interesting academic research;
- to collaborate effectively and flexibly in a small group of peers
- to present your findings in a coherently written research report

Voorwaarden

With an eye on the format of the module (PBL in the form of seven 4-hour research ateliers), attendance is mandatory in this course.

Aanbevolen literatuur

All literature on Research & Writing, and on Methods in the BA AC year 1 and 2.

ACU3014

Periode 4

3 feb 2020

6 mrt 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

7.0

Taal van de opleiding:

Engels

Coördinator:

- [K.T. Bijsterveld](#)

Onderwijsmethode:

PBL, Research, Lecture(s), Training(s)

Evaluatiemethoden:

Participation, Portfolio

Trefwoorden:

Research design, choosing and combining methods, analyzing sources systematically, using problem solving strategies, doing collaborative research

Faculteit der Cultuur- en Maatschappijwetenschappen

Writing a Research Proposal

Volledige vakbeschrijving

This seminar, running for the last four weeks of period 4, prepares you for writing your bachelor thesis within the BA Arts and Culture. It assists you in the step-by-step development of a research

Bachelor Arts and Culture

proposal for your BA thesis, and allows you to acquire additional training in the formal and practical aspects of the bachelor thesis. Meetings will take place within the thesis theme groups, where you will work with your thesis supervisor on a series of preparatory assignments and draft proposals. The work on these assignments takes you through the necessary preliminary steps for drafting a research proposal, such as narrowing down your thesis theme to a topic suitable for an individual project, formulating a precise research question, and articulating the academic relevance of your research question by relating it to ongoing scholarly discussions in the research field in which your topic is embedded. In addition, the thesis theme groups will help you in the selection of an appropriate theoretical framework and method(s), and get you started on selecting primary sources and compiling a bibliography for your research topic. Finally, you will continue your training in providing, receiving and processing feedback on draft proposals. All of this will be integrated in a final BA thesis proposal.

Doelstellingen van dit vak

The seminar will be concluded and assessed on the basis of an elaborated research plan and design for the bachelor thesis.

At the end of this course you will have:

- learned what are the constitutive elements of a thesis proposal.
- acquired insight into what counts as an appropriate research topic and question for a BA AC thesis learned how to achieve close coherence between research question, data or sources, theoretical framework and methods, and the literature review.
- increased your skills in giving, receiving and processing feedback.

Voorwaarden

Research and Writing 1 & 2 and ACU3014 Doing Research in Arts and Culture.

Aanbevolen literatuur

Booth, W.C., Colomb, G.G., & Williams, J.M. (2008). *The Craft of Research*. (3rd, rev. ed.). Chicago: The University of Chicago Press. Greetham, B. (2009). *How to Write Your Undergraduate Dissertation*. Basingstoke: Palgrave Macmillan. Rawlins, J., & Metzger, S. (2009). *The Writer's Way*. (7th, rev. ed.). Boston: Houghton Mifflin. Seale, C. (2012). *Researching Society and Culture*. London etc.: SAGE. Zinsser, W. (2006). *On writing well; the classic guide to writing nonfiction*. [30th anniversary edition]. New York: Harper Collins. Ridley, D. (2012). *The Literature Review: A step-by-Step Guide for Students*. London: Sage.

ACU3015

Periode 4

9 mrt 2020

3 apr 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

7.0

Taal van de opleiding:

Engels

Coördinator:

- [R. Zeiss](#)

Onderwijsmethode:

Assignment(s)

Evaluatiemethoden:

Final paper

Trefwoorden:

Research skills, Methodology, Research design, Writing, thesis proposal

Faculteit der Cultuur- en Maatschappijwetenschappen

Onderzoeksvoorstel schrijven

Volledige vakbeschrijving

This seminar, running for the last four weeks of period 4, prepares you for writing your bachelor thesis within the BA Arts and Culture. It assists you in the step-by-step development of a research proposal for your BA thesis, and allows you to acquire additional training in the formal and practical aspects of the bachelor thesis. Meetings will take place within the thesis theme groups, where you will work with your thesis supervisor on a series of preparatory assignments and draft proposals. The work on these assignments takes you through the necessary preliminary steps for drafting a research proposal, such as narrowing down your thesis theme to a topic suitable for an individual project, formulating a precise research question, and articulating the academic relevance of your research question by relating it to ongoing scholarly discussions in the research field in which your topic is embedded. In addition, the thesis theme groups will help you in the selection of an appropriate theoretical framework and method(s), and get you started on selecting primary sources and compiling a bibliography for your research topic. Finally, you will continue your training in providing, receiving and processing feedback on draft proposals. All of this will be integrated in a final BA thesis proposal.

Doelstellingen van dit vak

The seminar will be concluded and assessed on the basis of an elaborated research plan and design for the bachelor thesis.

At the end of this course you will have:

- learned what are the constitutive elements of a thesis proposal.
- acquired insight into what counts as an appropriate research topic and question for a BA AC thesis learned how to achieve close coherence between research question, data or sources, theoretical framework and methods, and the literature review.
- increased your skills in giving, receiving and processing feedback.

Voorwaarden

Onderzoeks- en schrijfvaardigheden I en II, ACU3014 Doing Research in Arts and Culture

Aanbevolen literatuur

Booth, W.C., Colomb, G.G., & Williams, J.M. (2008). *The Craft of Research*. (3rd, rev. ed.). Chicago:

Bachelor Arts and Culture

The University of Chicago Press. Greetham, B. (2009). How to Write Your Undergraduate Dissertation. Basingstoke: Palgrave Macmillan. Rawlins, J., & Metzger, S. (2009). The Writer's Way. (7th, rev. ed.). Boston: Houghton Mifflin. Seale, C. (2012). Researching Society and Culture. London etc.: SAGE. Zinsser, W. (2006). On writing well; the classic guide to writing nonfiction. [30th anniversary edition]. New York: Harper Collins. Ridley, D. (2012). The Literature Review: A step-by-Step Guide for Students. London: Sage.

ACU3016

Periode 4

9 mrt 2020

3 apr 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

7.0

Taal van de opleiding:

Nederlands

Coördinator:

- [R. Zeiss](#)

Onderwijsmethode:

Assignment(s), Lecture(s)

Evaluatiemethoden:

Presentation, Assignment

Trefwoorden:

Research skills, thesis frames, Methodology, Research design, Writing, thesis proposal

Faculteit der Cultuur- en Maatschappijwetenschappen

Bachelor thesis

Volledige vakbeschrijving

The Bachelor Thesis is a major component of the Arts and Culture programme and invites you to reflect upon and conduct a more in-depth analysis of topics, problems and/or approaches you have encountered during your studies and the graduation phase in particular. As the final academic project of the AC/CW bachelor program it enables students to convey and materialize their individual academic profile through a concrete academic product. It offers you the opportunity to choose your own topic and work independently, on a research paper of 8,000-10,000 words, which is substantially longer than most papers you have been writing so far. During period 4 students prepare a proposal for their Bachelor Thesis in the four-week course Writing a Thesis Proposal. The writing of the Bachelor Thesis takes place during period 5 and your topic should be related to the AC curriculum. You should also apply the skills acquired in the courses Research and Writing 1 & 2 and Doing Research in Arts and Culture.

Doelstellingen van dit vak

The students show their ability:

- To systematize theoretical and practical knowledge acquired during the study;
- To use their knowledge and insights (incl. methodological skills);

Bachelor Arts and Culture

- To address theoretical and practical issues related to their specialisation;
- To work independently;
- To communicate their ideas and insights in writing to the reader;
- To research, summarize and logically reflect on the reading materials.

Voorwaarden

ACU1900 & 2900 Research and Writing 1 and 2, ACU3014 Doing Research in Arts and Culture

Aanbevolen literatuur

Booth, W.C., Colomb, G.G., & Williams, J.M. (2008). *The Craft of Research*. (3rd, rev. ed.). Chicago: The University of Chicago Press. Faculty of Arts and Social Sciences. (2009/2010). *Style Sheet CW/AC*. Maastricht. F Geetham, B. (2009). *How to Write Your Undergraduate Dissertation*. Basingstoke: Palgrave Macmillan. Rawlins, J., & Metzger, S. (2009). *The Writer's Way*. (7th, rev. ed.). Boston: Houghton Mifflin.

ACU3905

Periode 5

6 apr 2020

26 jun 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

16.0

Taal van de opleiding:

Engels

Coördinator:

- [R. Zeiss](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Written exam

Faculteit der Cultuur- en Maatschappijwetenschappen

Bachelor Scriptie

Volledige vakbeschrijving

The Bachelor Thesis is a major component of the Arts and Culture/Cultuurwetenschappen programme and invites you to reflect upon and conduct a more in-depth analysis of topics, problems and/or approaches you have encountered during your studies and the graduation phase in particular. As the final academic project of the AC/CW bachelor program it enables students to convey and materialize their individual academic profile through a concrete academic product. It offers you the opportunity to choose your own topic and work independently on a research paper of 8,000-10,000 words, which is substantially longer than most papers you have been writing so far. During period 4 students prepare a proposal for their Bachelor Thesis in the four-week course *Onderzoeksvoorstel schrijven*. The writing of the Bachelor Thesis takes place during period 5 and your topic should be related to the CW/AC curriculum. You should also apply the skills acquired in the courses *Research*

Bachelor Arts and Culture
and Writing 1 & 2 and Doing Research in Arts and Culture.

Doelstellingen van dit vak

The students show their ability:

- To systemize theoretical and practical knowledge acquired during the study;
- To use their knowledge and insights (incl. methodological skills);
- To address theoretical and practical issues related to their specialisation;
- To work independently;
- To communicate their ideas and insights in writing to the reader;
- To research, summarize and logically reflect on the reading materials.

Voorwaarden

ACU1901 & 2901 Onderzoeks- en schrijfvaardigheden I en II, ACU3014 Doing Research in Arts and Culture

Aanbevolen literatuur

Booth, W.C., Colomb, G.G., & Williams, J.M. (2008). *The Craft of Research*. (3rd, rev. ed.). Chicago: The University of Chicago Press. Faculty of Arts and Social Sciences. (2009/2010). *Style Sheet CW/AC*. Maastricht. F Geetham, B. (2009). *How to Write Your Undergraduate Dissertation*. Basingstoke: Palgrave Macmillan. Rawlins, J., & Metzger, S. (2009). *The Writer's Way*. (7th, rev. ed.). Boston: Houghton Mifflin.

ACU3906

Periode 5

6 apr 2020

26 jun 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

16.0

Taal van de opleiding:

Nederlands

Coördinator:

- [R. Zeiss](#)

Onderwijsmethode:

Research

Evaluatiemethoden:

Written exam

Bachelor Arts and Culture year 3 electives

Faculteit der Cultuur- en Maatschappijwetenschappen

European Environments

Volledige vakbeschrijving

Environmental problems such as chemical pollution, global warming, acid rain or species loss are both natural processes as well as arenas of social and political contest. This course probes the social and political dimension of the environment in a European context. What is defined as an environmental problem and by whom? How are environmental problems and their possible solutions negotiated between different groups of actors, such as environmental movements, industrial interest groups and political regulators? What is the role of scientific experts in these conflicts? Do they provide objective evidence that can solve these problems more rationally or is science itself just another site of social negotiation and conflict? How can our societies be reorganised in order to make them environmentally friendly or "sustainable"? In addressing these issues the course will not only make student familiar with one of the most developed EU policy areas. It will also shed light on the multiple relations that exist between the environment and the broader cultural and social processes that characterise our contemporary European societies as well as the process of European unification.

Doelstellingen van dit vak

At the end of this course students will be:

- Able to understand, reflect on, and do research on the importance of the environment as a domain of European -both EU and domestic - policy and politics;
- Able to understand, reflect on, and do research on understand how human-environment relations in Europe have been shaped throughout history and in different cultural contexts;
- Able to understand, reflect on, and do research on environmental problems and the related political dynamics from a social-science perspective;
- Acquainted with major conceptual and methodological positions within the fields of environmental history and environmental sociology;

Able to critically access and contribute intellectually to practical initiatives of environmental sustainability promotion.

Aanbevolen literatuur

Baker, S. (2006). Sustainable development. London: Routledge.

Beck, U. (1992). Risk society. London: Routledge.

EUS3001

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [J.D. Lachmund](#)

Onderwijsmethode:

PBL, Research

Evaluatiemethoden:

Virtual ethnography

Volledige vakbeschrijving

During this course, students will be trained in a qualitative research method: virtual ethnography. Tutorials, lectures, and individual meetings will support students in understanding main aspects of virtual ethnography. They will learn how to conduct a virtual ethnography themselves and they will experience what kind of ethical and methodological issues might arise when choosing this approach. On the one hand, virtual ethnography requires students to investigate virtual environments, digital technologies and user practices. On the other hand, they need to use digital media as their research tools. This twofold challenge will also be addressed as part of the course. In order to connect this method to a field relevant to European Studies, students will investigate issues relevant to the Digital Agenda for Europe, a Europe 2020 initiative. A key objective of the "Virtual Ethnography" skills training is to provide a setting in which students experience that 1) doing research does not imply taking methodology from the shelves, and 2) that methods do not speak for themselves. The development of a research strategy involves interpreting, moulding, extending, combining or even transforming existing methods and tools. This is true for well-established research methodologies, but it is especially evident in the case of a new research methodology. This skills training is therefore organised around such a new research approach, i.e. virtual ethnography. The aim of the skills training is to further develop the basic research skills of students and their understanding of social science research methodology. To that end, critical reflection on their experiences in designing and doing virtual ethnography is an integral part of the assignment.

Doelstellingen van dit vak

At the end of the course students:

- Are familiar with the research method of virtual ethnography
- Are able to apply a set of qualitative research methods;
- Have improved their skills in research design;
- Have a thorough understanding of the criteria for field site selection;
- Have improved their skills in planning research;
- Are able to use ethnographic observation techniques;
- Are able to collect detailed and relevant data;
- Are able to execute a detailed data analysis;
- Are able to work in teams;
- Are able to make use of ICT in research.

Aanbevolen literatuur

* Gatson S. (2011): "The Methods, Ethics, and Politics of Representation in Online Ethnography". In: N. Denzin, & Y. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 513-527), London: Sage.

* Hine, C. (2000): *Virtual ethnography*. London: Sage.

* Pink, S. et al. (2015): *Digital ethnography: Principles and practices*, Los Angeles: Sage.

* Roginsky, S. (2014): Social network sites: an innovative form of political communication? A socio-technical approach to media innovation. *The Journal of Media Innovations*, 2, 97-125. (Available at: <https://www.journals.uio.no/index.php/TJMI/article/view/842>)

Bachelor Arts and Culture

EUS3501

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

3.0

Taal van de opleiding:

Engels

Coördinator:

- [K. Wenz](#)

Onderwijsmethode:

Lecture(s), Research

Evaluatiemethoden:

Oral exam, Presentation, Final paper

Trefwoorden:

Ethnography, social media and digital technology, Internet research, political anthropology, virtual community

Faculteit der Cultuur- en Maatschappijwetenschappen

Kunst- en cultuurbeleid

CWE3005

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

12.0

Taal van de opleiding:

Nederlands

Coördinator:

- [J.J. de Jong](#)

Faculteit der Cultuur- en Maatschappijwetenschappen

Museum Meanings

Volledige vakbeschrijving

The central focus of this course is on museums, museum education and the dynamic relation between museums and society. Museums had and still have various tasks such as collecting, conservation, research and education. However there are many different types of museums and the contemporary museum differs from museums in the nineteenth century, which were mainly visited by the middle classes. Nowadays participation and reaching a broad and diverse audience are important for the legitimation of museums. In order to fulfill this new societal function museums changed their presentations from object centered to context and visitor centered, and cultural or museum education has gained importance.

Bachelor Arts and Culture

In this course students will study the historic development of the museum as a institution, museum architecture, organisation, funding, exhibitions, education programmes, information and websites, through reading, lectures, discussions and working visits to museums.

Doelstellingen van dit vak

- Students know, are able to identify and do understand different forms of museums;
- Students know and understand main issues in museum studies and the historic development of museums;
- Students know, understand are able to apply relevant learning and teaching theories in the context of museums;
- Students are able to evaluate a museum exhibition;
- Students are able to analyse debates with respects to cultural participation, the reach of museums and their role and mission.

ACU3004

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

12.0

Taal van de opleiding:

Engels

Coördinator:

- [J.J. de Jong](#)

Onderwijsmethode:

Lecture(s), PBL

Evaluatiemethoden:

Presentation and paper

Faculteit der Cultuur- en Maatschappijwetenschappen

Arts and Culture: Policy and Politics

Volledige vakbeschrijving

What is art? What is good art? What is the value of art and culture? Why and how should the government support or not support the arts: which art, whose culture? How about cultural participation? These are the main questions of this interdisciplinary course which will provide the students with knowledge and analytical tools necessary for understanding the many different answers to the questions. The course combines an introduction in relevant literature and theories (art history, cultural history, cultural economics, sociology of culture) with real life case studies. Students will do some collective field work by preparing and conducting an interview with a professional in the arts and culture sector Instruction language. The approach is international and comparative.

Doelstellingen van dit vak

Students know and understand:

- different approaches towards art and cultural policy;
- main arguments in favour and against more or less state support for arts and heritage;
- effects of different forms of supporting arts and heritage;
- influence of political, societal and cultural contexts on these themes.

ACU3005

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

12.0

Taal van de opleiding:

Engels

Coördinator:

- [J.J. de Jong](#)

Onderwijsmethode:

PBL, Assignment(s), Lecture(s), Presentations, Work in subgroups, Working visit(s)

Evaluatiemethoden:

Final paper, Participation, Assignment, Presentation

Trefwoorden:

Art, Culture, cultural policy

Faculteit der Cultuur- en Maatschappijwetenschappen

One World

Volledige vakbeschrijving

World history is closely related to 'globalisation'. World history traces the historical origins and development of this phenomenon. Contacts between civilisations are as old as humanity itself; people, ideas, technology and diseases have always travelled. World history forces Europe to look at itself anew and to face the fact that, for a very long time, it has only played a very marginal role in the story of human civilisation. Precisely because Europeans have the inclination to look at their own history as if it were some kind of autonomous process, it is important to stress the close interdependency that has always existed between this continent and other parts of the world. World historians, for example, emphasise: the role of climatic and environmental factors, the importance of disease, human migration, trade, exchange of ideas and technology, and the part played by the emergence and spread of intellectual networks. Consequently, these (and other) subjects form the contents of this module.

Doelstellingen van dit vak

At the end of this course, students will have: • Become familiar with theory, historiography and methodology of historical sociology, combining a macro-historical and a macro-sociological approach; • Gained insight in some of the basic patterns in the history of civilisation and in the way in which society has evolved over time; • Learned about the historical background of 'globalisation'

Bachelor Arts and Culture

and thus will have gained insight into the factors that have helped to shape the modern world-system; • Learned about the historical background of the current distribution of wealth and poverty amongst different parts of the world; • Gained insight into the development of the relationship between man and environment, demonstrating how environmental factors have influenced the history of civilisation and vice versa; • Learned to look at European history from an 'external' perspective, i.e. as part of a wider pattern of natural factors as well as economic and cultural exchanges that have always encompassed larger parts of the world or -from the 16th century-the globe as a whole.

Aanbevolen literatuur

• McNeill, W.H. & McNeill, J.R. (2003) The human web. A bird's eye view of human history. New York: W.W. Norton. • C. Ponting (1991), A green history of the world, New York: Penguin.

EUS3000

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

9.0

Taal van de opleiding:

Engels

Coördinator:

- [P. Del Hierro](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Written exam

Trefwoorden:

World history; theory, historiography and methodology of historical sociology.

Faculteit der Cultuur- en Maatschappijwetenschappen

Cultuuroverdracht in een museale context

CWE3004

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

12.0

Taal van de opleiding:

Nederlands

Coördinator:

- [J.J. de Jong](#)

Faculteit der Cultuur- en Maatschappijwetenschappen

Practicalities of Policy Making

Volledige vakbeschrijving

This skills training has a double objective. First, it gives the students a better understanding of the role of non-elected officials in the EU policymaking process; second, it gives an insight into future job perspectives in Brussels and beyond. Following an introduction by the course coordinator, the course consists of a series of lectures by high-level civil servants from different EU institutions (Council, Commission, European Parliament, etc.) and a lobbyist. The lectures are organised around the following questions: What is the role of the administrative level in political institutions such as the European Parliament, Commission, Council? How do the political and administrative level interact? How does intra and inter-institutional co-ordination take place? What is the accountability of the administrative level? Is there a single European administrative culture? What is the impact of enlargement on the administrative level? Each of the speakers also gives a brief introduction on his/her professional background and career. The lectures are supported by mandatory readings. The course includes a series of tutorials in which the reading material accompanying each of the lectures will be discussed.

Doelstellingen van dit vak

At the end of this course students will: • Be able to critically reflect about the role of non-elected officials in the EU policymaking process; • Have an insight into the academic literature on bureaucratic politics; • Be able to identify various types of job perspectives in the European and national public sector.

Aanbevolen literatuur

To be announced. Please see course manual.

EUS3504

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

3.0

Taal van de opleiding:

Engels

Coördinator:

- [C.U. Arnold](#)

Onderwijsmethode:

PBL, Lecture(s)

Evaluatiemethoden:

Final paper

Trefwoorden:

EU bureaucracy, civil servants, administrative governance.

Faculteit der Cultuur- en Maatschappijwetenschappen

Research Methods: Interviewing

Volledige vakbeschrijving

In this skills-training students are familiarised with the craft of qualitative, semi-structured interviewing. An introductory lecture will focus on the methodological advantages and disadvantages of interviewing as a research method and on the practicalities of doing interviews. Students will practice the craft of interviewing, recording, transcribing and analysing data through doing interviews themselves and analysing these in small groups. The work of students is closely supervised in practice sessions and through extensive feedback by the tutors and their peers. Please note that this is an elective skills training and available places may be limited; in period 4 students choose two out of the four offered skills of 3 ECTS each.

Doelstellingen van dit vak

At the end of this course, students will have gained: • An insight into methodological advantages and disadvantages of interviewing; • First hand experience in conducting and analysing interviews, based on data gathered by the students themselves; • An understanding of how to use qualitative interviewing as a social science research method.

Aanbevolen literatuur

Rubin, H. J. & Rubin, I.S. (2012). Qualitative Interviewing. The Art of Hearing Data. (3rd edition). London: Sage

EUS3500

Periode 4

3 feb 2020

3 apr 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

3.0

Taal van de opleiding:

Engels

Coördinator:

- [J.L.M. Bruyninckx](#)

Onderwijsmethode:

PBL

Evaluatiemethoden:

Assignment

Trefwoorden:

Qualitative interviewing, methodology, analysis