

Bachelor European Studies

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First year courses

Bachelor European Studies year 1 regular

Faculty of Arts and Social Sciences

Language & professional skills: English Diagnostic Test

Full course description

This compulsory diagnostic test aims at determining students' English proficiency level and at making them aware of the importance of the English language in the Bachelor in European Studies. 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.

Course objectives

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.

Recommended reading

Materials provided during course.

EUS1507

Period 1

31 Aug 2020

4 Sep 2020

[Print course description](#)

ECTS credits:

0.0

Instruction language:

English

Coordinator:

- [N.P. Wylie](#)

Keywords:

Language skills.

Faculty of Arts and Social Sciences

Language & Professional Skills: Student Support Programme

Full course description

This first year of the three-year Student Support Programme focuses on the main challenges that students may encounter when transitioning to a university environment – specifically to a PBL environment. Through a combination of group meetings with the mentor group, individual meetings with the mentor, and collective meetings with the full cohort, students are guided through their first year in academia. The mentor and the student together monitor the progress and acclimatization of the student in the BA European Studies. Furthermore, students are encouraged to think about their further academic career, by attending meetings about second-year activities and related choices to be made. By means of keeping a portfolio, students are asked to reflect upon different issues regarding their learning experience, their study skills, their challenges, and their opportunities.

Course objectives

At the end of the mentor programme you will possess the skills to:

- Identify your strengths and weaknesses, and describe a course of action, related to your generic skills and competences.
- Manage your work and time effectively and efficiently.
- Actively and constructively work in international teams, by contributing to collective learning processes, and by being able to take up specific responsibilities, such as acting as a chair, proving and receiving feedback, and taking minutes.
- Describe a course of action in order to continue your studies in subsequent years of the BA and, ultimately, if you wish to continue your studies, at Master level.
- Perform a profession requiring a BA-level degree.

Prerequisites

None

Recommended reading

- Burns, T., & Sinfield, S. (2012). Essential study skills. The complete guide to success at university. (3rd ed.). London: SAGE.
- Cottrell, S. (2013). The study skills handbook. (4th ed.). Basingstoke: Palgrave Macmillan.
- Moust, J.H.C., Bouhuijs, P.A.J., & Schmidt, H.G. (2007). Introduction to problem-based learning. A guide for students. Groningen: Noordhoff Uitgevers.

EUS1510

Year

1 Sep 2020

31 Aug 2021

[Print course description](#)

ECTS credits:

Bachelor European Studies

1.0

Instruction language:

English

Coordinator:

- M.M.M. Oostindie

Teaching methods:

Coaching, Lecture(s), Paper(s), PBL

Assessment methods:

Attendance, Portfolio

Keywords:

Personal development, time management, study skills, academic development, transition to university education, stress management.

Faculty of Arts and Social Sciences

Imagining Europe: The Development of European Identities

Full course description

What is Europe? What are Europeans? What characterizes this continent that perhaps isn't even a continent and a people that aren't quite a people? This course traces the far from straightforward development of European identity over the centuries. It examines this identity not as a given but as a construct: the meaning of Europe has always been hotly contested, and these debates have had deep implications for collective relationships, exclusions, and wider political and cultural developments – both within this ambiguous landmass and beyond its fuzzy borders. For ancient Greeks Europa was a goddess; for others it was the land that was not Persia; for many medieval people Europe meant the realm of Christian civilization; while in the Enlightenment it became the cradle of modern, secular civilization. For post-colonial thinkers and revolutionaries, Europe was a source of both oppression and inspiration. Today, many identify Europe with “Brussels”, i.e. the governing institutions of the European Union. No meaning has ever gone uncontested.

The course investigates the historical processes that have helped shape the creation of European identity and it reflects on the mechanisms of identity-making, including the construction of “Others”. Special attention is paid to the relation of European identity with (equally constructed and evolving) national identities. The course alternates historical analyses with philosophical and sociological reflections on issues of collective identity and nationhood.

Course objectives

By the end of the module you will be able to:

- Identify key developments in the construction of European identities
- Understand the historical processes that have fed into these developments
- Understand the mechanisms of collective identity-formation

Recommended reading

- Gerard Delanty (2013) Formations of European Modernity
- Antony Alcock (1998) A Short History of Europe

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EUS1009

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [P. Del Hierro](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam

Keywords:

Europe, identities, civilisation, Othering, Religion, Nationalism, political culture, Citizenship, Orientalism, Humanism, Totalitarianism, liberalism, Colonialism

Faculty of Arts and Social Sciences

Research and Study Skills: Research and Writing in European Studies

Full course description

This course introduces students to academic research and writing in the interdisciplinary field of European Studies. It discusses different genres in writing, including the differences between high school writing and university writing. Through outlining the programme's research and writing trajectory, students will also be introduced to specific expectations and requirements as regards their papers in European Studies, including ethical issues and APA requirements. The course pays particular attention to how to read different academic texts, identify main and supporting ideas, and translate this understanding into writing. Students will work with texts they are reading for the concurrent content course. This will further their comprehension of those texts and prepare them better for discussion. Finally, students will be introduced to matters pertaining the planning of academic research projects.

EUS1010

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [C.J. van Leeuwen](#)

Ruling Europe: the Making and Unmaking of Political Orders after the French Revolution

Full course description

This course examines the multiple ways in which Europeans and those who have fallen under European-rule have sought to make and unmake political orders. It covers the period from the onset of modern democratic regimes in the late eighteenth century to the collapse of the Soviet Union. The course explores the period as a sequence of changing political regimes that were expressions of specific social and material realities as well as the outcome of competition between different political ideologies: absolute and limited monarchy, liberalism and socialism, liberal democracy and social democracy, communism and fascism. The course asks how different political regimes emerged, how they were legitimised, how the definition of who was part of the political community changed, why Europeans supported or challenged them, how they were eventually unmade or re-made, and what the legacies of these regimes are for present-day Europe. In doing so, the course relates these shifting political orders and imaginaries to different spatial dimensions, exploring the interaction between the national, international, transnational, and the supranational.

The course draws on perspectives and concepts from political philosophy and sociology and explores them in relation to specific historical contexts, processes, and events. As such, it places a particular emphasis on training students in the close reading and analysis of different types of historical primary sources as well as on introducing them to key original writings by highly influential political theorists.

Course objectives

By the end of this course, students will be able to:

- Identify various basic forms and processes of political ordering that have shaped European politics from the French Revolution to the collapse of the Soviet Union
- Demonstrate a conceptual grasp of some of the ideas that have been deployed to legitimate these forms and processes, as well as an understanding of how historical processes have shaped these ideas.
- Understand the role that the political ordering of the past has played in shaping the current institutional and political structures of Europe
- Conduct and present a basic analysis, contextualisation, and interpretation of different types of primary sources

Recommended reading

Evans, Richard, J. (2016). *The Pursuit of Power: Europe, 1815-1914*. London: Penguin; Gildea, Robert (2003). *Barricades and Borders: Europe 1800-1914*. Oxford: OUP; Hobsbawm, Eric J. (1996). *The Age of Revolution: 1789-1848*. New York: Vintage Books; Hobsbawm, Eric J. (1996). *The Age of*

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Extremes. A History of the World, 1914–1991. New York: Vintage Books; Jarausch, Konrad (2015). Out of Ashes: A New History of Europe in the Twentieth Century. Princeton: Princeton University Press; Judt, Tony (2005). Postwar. A History of Europe Since 1945. London: Pimlico (various reprints available); Mazower, Mark (1998). Dark Continent: Europe's Twentieth Century. London: Allen Lane; Merriman, John (2019). A History of Modern Europe. From the Renaissance to the Present, 4th ed., London: WW Norton; Patel, Kiran (2020). Project Europe: A History, Cambridge: Cambridge University Press.

EUS1011

Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [C. Erlichman](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam

Keywords:

Europe, ideologies, ideas, Institutions, political orders, political movements, political culture, Political Philosophy, societies, Citizenship, revolution, war, authoritarianism, Communism, dictatorships, Colonialism, History

Faculty of Arts and Social Sciences

Research and Study Skills: Working with Research Problems

Full course description

During the first period course Research and Writing in European Studies you took your first tentative step into the world of academic research. In this course, Working with Research Problems, we go one step further by introducing you to what is important in formulating a research problem, consisting of a suitable research topic in the interdisciplinary field of European Studies, a good research question, and the relevance of topic and question. You will also learn about theories, concepts and methodology in academic research and writing. This course not only builds on the period 1 skills course, but it also prepares you for the period 3 course, The Academic Workshop, when you write your first academic paper.

Course objectives

At the end of this skills training course you will possess the skills to:

- Identify suitable research topics in the interdisciplinary field of European Studies;

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- Draft appropriate and effective research questions;
- Persuade the reader of the relevance of a research topic and question;
- Find suitable sources and use them effectively and correctly;
- Make informed judgments and choices regarding research plan, based on your initial research;
- Build a balanced and convincing argument regarding your research plan.

Recommended reading

Each assignment comes with one central preparatory text. In addition, you are expected to read:

- Booth, W.C., Colomb, G.C., & Williams, J.M. (2008). *The craft of research*. (3rd ed.). Chicago/London: The University of Chicago Press.
- Wisker, G. (2019). *The undergraduate research handbook*. (2nd ed.). London: Red Globe Press

EUS1511

Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [P.H.M.G. Bijsmans](#)

Teaching methods:

PBL

Assessment methods:

Assignment

Keywords:

Academic research and writing, European Studies, interdisciplinarity, research problems

Faculty of Arts and Social Sciences

Research and Study Skills: The Academic Workshop I

Full course description

With the aim of contributing to students broader understanding of and reflection on research practice, this course brings together the three learning trajectories on (1) Problem-Based Learning, (2) academic research and writing, and (3) generic study skills and reflection. Students learn how to write a basic library research paper based on a research question they have developed themselves with tutor guidance, the basic steps of which they were first introduced to in period 2. They will work with topics and texts introduced during the content course of period 2. Through peer review sessions, students will also learn how to use skills acquired through Problem-Based Learning to collaborate on academic research and writing. Finally, students will reflect on and extend their existing study strategies and skills, so as to manage their own time and function adequately in the Bachelor in European Studies. To support reflection on students' learning in the three trajectories, these issues will also be picked up in parallel mentor programme sessions.

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EUS1512

Period 3

4 Jan 2021

29 Jan 2021

[Print course description](#)

ECTS credits:

7.0

Instruction language:

English

Coordinator:

- [C.W. van Leeuwen](#)

Assessment methods:

Final paper

Faculty of Arts and Social Sciences

Constructing Europe: Institutions, theories and challenges in EU Politics

Full course description

This course studies the European integration process and the institutional and political system of the EU. It covers the gradual development of the EU polity through successive treaties and territorial enlargement, the main EU institutions, their tasks, modes of interaction in policy- and decision-making, as well as relationship with member states, and – finally – the current political challenges facing the EU. Throughout the whole course, we make use of theoretical approaches and concepts as tools for explaining what we observe within the European Union.

This course represents a cornerstone with the BA ES curriculum, as it provides students with foundational knowledge on the European Union. It builds on knowledge acquired in earlier courses during Year 1, which have explored “Europe” from broader historical, social and political perspectives, and lays the ground for a number of more specialized courses in Year 2, such as EU Law, Policy Domains, and the skills training Negotiation Skills.

Course objectives

At the end of the course students will be able to:

1. Understand the characteristics of the European integration process, as well as the evolution and basic features of the core EU institutions and the EU decision-making processes;
2. Understand and apply the main theoretical perspectives used in the study of political system of the European Union;
3. Analyse and make reasoned judgements regarding the contemporary challenges that face the European Union;
4. Present effective and convincing oral arguments relating to EU institutions and politics;
5. Strengthen PBL skills by actively and constructively participating in tutorial discussions, and

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fulfilling specific roles such as chair, secretary, and note-taker;

Recommended reading

Cini, M., & Pérez-Solórzano Borragán, N. (Eds.). (2019). *European Union Politics* (6th edition). Oxford University Press.

EUS1012

Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [A. Nastase](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam

Keywords:

European Union; EU treaty change; EU institutions; EU decisionmaking; Problems in EU integration process.

Faculty of Arts and Social Sciences

Research Skills: Back to the Sources

Full course description

This research training offers a first introduction on how to 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: public political statements, archival government records and public opinion sources. Students will be introduced to the quality control criteria of authenticity, credibility and representativity. Each of the three assignments is devoted to a specific problem and a specific category of historical sources: the assignment on political statements is mainly devoted to the critical analysis of the authenticity and credibility sources. The assignment on archival sources focuses on the problems of representativity and combining a variety of sources. Finally, the assignment on public opinion sources addresses the problems of representativity and credibility again.

Course objectives

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

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- Differentiate between primary and secondary sources;
- Appreciate the importance of primary sources for the study of historical and contemporary phenomena;
- Recognise the different characteristics and pitfalls of several types of primary sources.

Recommended reading

To be announced. Please see course manual.

EUS1513

Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

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

Teaching methods:

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

Assessment methods:

Take home exam, Presentation

Keywords:

Research training, Source criticism, historical methods, EU integration

Faculty of Arts and Social Sciences

Globalizing World: Contemporary Issues and Actors in International Relations

Full course description

The development of the European Union (EU) cannot be understood without looking at global patterns of conflict and cooperation. Originally a response to both the horrors of World War II and the increasing tensions between the victorious powers, the European Communities were, from the 1950s to the end of the 20th century, decisively shaped by other global processes. These included processes of decolonization, global economic and technological competition, and later on the fall of the Iron Curtain. In the 21st century, global problems of poverty, climate change, migration, and terrorism are impacting Europe, while the EU has increasingly developed own capacities to shape global politics.

This course studies the changing global environment in which the EU and its member states are currently operating. The key puzzle is to understand how and under what conditions international cooperation has developed, and how stable the resulting global order is. To do that, the course brings together two main elements. First, it introduces the main theories and concepts that have

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guided the academic study of global affairs: How have different schools looked at the problems of global cooperation and global change? What kind of global order are we living in currently? Second, the course zooms in on a number of practical problems. How does international cooperation function in selected issue areas, and how are state and non-state actors shaping it? While EU foreign policies will be dealt with in later modules of the BA European Studies, this course introduces students to understanding the global context of European cooperation.

Course objectives

By the end of this module the students will be able to:

- analyse how the global political environment has changed since 1989;
- understand the key challenges of contemporary international affairs for Europe and the EU;
- summarise the main conceptual and theoretical approaches in the field of international relations (neo-realism, institutionalism, and constructivism), and understand their relevance for the position of Europe within a changing global environment.

In addition, you will develop a variety of skills, namely:

- conducting problem-based research and writing (final written assignment);
- formulating argumentative positions in explaining global developments through theoretical perspectives (tutorial discussions)
- effective team-work (tutorial chairing and discussions);
- presentation, moderation and discussion skills (small-group work and in-class debates)

Learning success in this course is assessed through a take-home exam. Students will write an analytical essay on a pre-defined topic, using their knowledge from the course and applying it to venture into new territory. Apart from testing students' ability to apply knowledge, the assessment also trains research and writing skills within the academic writing trajectory of the BA ES.

Prerequisites

none

Recommended reading

Baylis, John, Steve Smith and Patricia Owens (eds.) (2020): *The Globalization of World Politics. An Introduction to International Relations* (8th ed.); Oxford: Oxford University Press.

EUS1015

Period 5

5 Apr 2021

4 Jun 2021

[Print course description](#)

ECTS credits:

9.0

Bachelor European Studies

Instruction language:

English

Coordinator:

- [T. Conzelmann](#)

Teaching methods:

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

Assessment methods:

Attendance, Final take home exam, Presentation

Keywords:

International Relations, foreign policy, global governance, Theory

Faculty of Arts and Social Sciences

Language and Professional Skills: Negotiation Skills

Full course description

In the EU, negotiations are the daily routine. National ministries negotiate with each other to determine their countries' positions; ministers try to defend their national positions in the Council against the European Commission's efforts to secure its own proposals; Members of the European Parliament defend their positions before the Council and the Commission; lobbyists try to influence representatives of various EU institutions, and so on and so forth.

The EU's decision making processes involve complex and intensive negotiations, whereby decisions are reached only after 'long and tortuous dialogues'. When focusing on negotiation practices within the context of the EU, it is not only important to realize that they occupy a central place in the decision making processes. It is also crucial to understand that they take place in particular contexts, and consequently, these processes are complex and highly diverse. This eight-week skills training is organized around three simulation games, which allow students to experience different forms of negotiations, improve their negotiation skills and to better understand the practicalities of decision-making processes in Brussels.

Course objectives

This eight-week skills training course is organized around three simulation games, which allow students to experience different forms of negotiations, improve their negotiation skills and develop a better understanding of the practicalities of decision-making processes in Brussels.

The objectives of this skills training course are threefold:

- Provide students with a basic introduction of the concepts of negotiation and negotiation theories. These include different negotiation positions, as well as basic game theory concepts;
- Improve students' negotiation skills by applying these concepts in their simulations, and enhancing their ability to design their negotiation strategies based on a given mandate;
- Provide students with a better understanding of EU decision-making at sub-systemic, systemic and super-systemic levels of policy-making, involving actors across different levels and policy areas.

Prerequisites

none

Recommended reading

Fisher, R., Ury, W. L., & Patton, B. (2011). Getting to yes: Negotiating agreement without giving in (2nd Edition) (pp. 97-106). Penguin.

EUS1515

Period 5

5 Apr 2021

4 Jun 2021

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [E.V. Sapir](#)

Teaching methods:

Lecture(s), PBL, Skills

Assessment methods:

Assignment, Participation

Keywords:

Negotiations, simulations, game theory, BATNA, negotiation positions.

Second year courses

Please download the programme overview (in blue, scroll up ^) to see for which courses you have to register. For content information, please click on the courses below.

Bachelor European Studies year 2 regular

Faculty of Arts and Social Sciences

Policy Domains. Analyzing the European Policy Process

Full course description

In order to understand how the EU functions, it is essential to know how the policy process works. In this course we depart where the courses EU Politics and EU Law I ended, and we provide insight into both theoretical and practical aspects of policy-making in the EU. As decision-making procedures and the actors involved vary highly in the different policy domains regulated at European level, it is necessary to study the various policy domains in details in order to understand the complexity of EU policy-making. Therefore, students conduct their own policy analysis via an in-depth case study of a particular legal instrument in a by the students selected policy domain. Via this particular case, students will analyse how policy is made in the EU, what kinds of decision are taken

and by whom, and how decisions differ according to policy domain. Furthermore they will become familiar with giving presentations and writing papers.

Course objectives

In the course Policy Domains: Analysing the European policy process we aim to give students an insight into both theoretical and practical aspects of policy-making within the EU. At the end of the course the students should be familiar not only with a certain policy domain and a decision falling into that policy domain, but should also be able to put their observations within a wider context of studying public policy in general and analysing EU policy-making in particular. At the end of this course students should be able to “read” and analyse different European legal instruments. Students should also be able to link the practical aspects of their research on policy domains to more theoretical aspects.

Recommended reading

Versluis, E., Van Keulen, M. & Stephenson, P. (2011). Analyzing the European Union policy process. Basingstoke: Palgrave.

EUS2001

Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [J.S.C. Adriaensen](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

EU policy-making, policy analysis, academic writing

Faculty of Arts and Social Sciences

Area studies

Full course description

This course aims to provide an introduction into the study of a contemporary “area”, i.e. country, of the students’ own choice. It focuses upon both domestic and international aspects relative to a country’s political, social and cultural life and/or its involvement with other countries or international actors such as the European Union. It does so by means of self-directed research carried out by students in close cooperation with a tutor who guides his or her students through the complete research process. Students will engage with past or on-going aspects of their chosen

Bachelor European Studies

country's social, cultural or political life by means of movies, documentaries, newspaper articles, music etc.

Course objectives

At the end of this course, the students have: • Acquired a good knowledge of the “area”, i.e. country, of their choice; • Improved their research skills (define and delineate research topic; formulate research questions; carry out the actual research; reflect upon the data in the light of theoretical perspectives; etc.) and their presentation abilities

Recommended reading

Please see course manual.

EUS2003

Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

ECTS credits:

4.5

Instruction language:

English

Coordinator:

- [A. Sierp](#)

Teaching methods:

Lecture(s), Assignment(s), Presentation(s)

Assessment methods:

Presentation, Final paper

Keywords:

domestic society and politics, International Relations, Europeanisation, Comparative analysis, cultural studies, History

Faculty of Arts and Social Sciences

Research Methods: Introduction to Qualitative Methods

Full course description

This course concentrates on introducing you to gaining your first insight into doing qualitative research. This course focuses more specifically on small-n research designs. Qualitative Research Skills aims to equip you with analytical tools in order to design and carry out case studies convincingly. In addition, this course will introduce you to some of the common used methods for data collection and data analysis such as process tracing, interviewing, discourse analysis and archival research. You can further develop those skills in Year three of your Bachelor with the *Advanced Document Analysis and Interviewing*.

Course objectives

At the end of the course, students will demonstrate the ability to:

- Acquire a basic understanding of qualitative methods such as case selection in small-n research, process tracing, interviewing and discourse analysis.
- Critically reflect and explain the various choices (in terms of case selection and methods used) that researchers make while conducting interpretive research.
- Identify the appropriate situations where qualitative research methods can be used.
- Apply the skills and knowledge learned in practical examples.

Recommended reading

To be announced. Please see course manual.

EUS2509

Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

ECTS credits:

3.5

Instruction language:

English

Coordinator:

- [A. Dandashly](#)

Teaching methods:

PBL, Assignment(s)

Assessment methods:

Take home exam

Keywords:

Qualitative methods, case study research design

Faculty of Arts and Social Sciences

Language & Professional Skills: Negotiation skills

Full course description

In the EU, negotiations are the daily routine. National ministries negotiate with each other to determine their countries' positions; ministers try to defend their national positions in the Council against the European Commission's efforts to secure its own proposals; Members of the European Parliament defend their positions before the Council and the Commission; lobbyists try to influence representatives of various EU institutions, and so on and so forth. The EU's decision making processes involve complex and intensive negotiations, whereby decisions are reached only after 'long and tortuous dialogues'. When focusing on negotiation practices within the context of the EU, it is not only important to realize that they occupy a central place in the decision making processes. It is also crucial to understand that they take place in particular contexts, and consequently, these processes are complex and highly diverse. This eight-week skills training is organized around three simulation games, which allow students to experience different forms of negotiations, improve their

negotiation skills and to better understand the practicalities of decision-making processes in Brussels.

Course objectives

The objectives of this skills training course are threefold: Providing students with a basic introduction to the concepts of negotiation and negotiation theories, including negotiation positions and basic game theory; improving students' negotiation skills by applying these concepts in their simulations, and enhancing their ability to design their negotiation strategies based on a given mandate; better understanding of EU decision-making at sub-systemic, systemic and super-systemic levels of policy-making, involving actors across different levels and policy areas.

Recommended reading

To be announced. Please see course manual.

EUS2504

Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

3.5

Instruction language:

English

Coordinator:

- [E.V. Sapir](#)

Teaching methods:

Assignment(s)

Assessment methods:

Participation, Assignment

Keywords:

Negotiations, simulation games, diplomacy

Faculty of Arts and Social Sciences

International Economics

Full course description

In this course we investigate international economic relations. We discuss channels through which nations are economically connected. This involves analysing the dynamics of international markets for goods, capital, and currencies. We discuss how effects of macroeconomic policies are transmitted from country to country through these channels and how fiscal and monetary policies can contribute to fostering economic integration. This is particularly important in a European context. The focus on Europe is shared with the (sister) course "Making a European Market". We complement this course by taking a distinct macroeconomic perspective.

Course objectives

At the end of this course, students will:

- know how cross-border movements of currencies, goods, and capital affect domestic economic outcomes;
- know how policies can contribute to economic integration • know how macroeconomic policies are conducted in the EU;
- and, most importantly, will be familiar with economic arguments and know how to use them when contributing to current economic policy debates.

Recommended reading

- Feenstra, R.C. and A.M. Taylor, *International Economics*, 4th international edition, Worth Publishers, 2017.
- Baldwin, R. and C. Wyplosz, *The Economics of European Integration*, 6th edition, McGraw Hill, 2020 (or the FASoS custom print of this book).

EUS2007

Period 5

5 Apr 2021

4 Jun 2021

[Print course description](#)

ECTS credits:

4.5

Instruction language:

English

Coordinator:

- [L.M. Lieb](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Written exam

Keywords:

International Macroeconomics, Exchange rates, economic integration, (Spillovers of) monetary and fiscal policies.

Faculty of Arts and Social Sciences

Research Skills: Developing Your Own Research Design

Full course description

In this skills course the main aim is not to analyse other scholars' work and identify how they conducted their research, but to develop your own research design. The design you will develop is linked to the content course you are taking simultaneously: International Relations or Placing Europe. In your research design, you will particularly concentrate on the crucial steps that are relevant for the most commonly used types of research in the field of European Studies, be they historical, political, economic or sociological in nature. These crucial steps are how to develop a good research question, how to identify the relevant theoretical or conceptual approach to help

answer that question, and how to operationalize your approach.

Course objectives

The main objective of Developing Your Own Research Design is to equip you with the skills you need to develop a research design for writing an academic paper.

At the end of this skills course, you understand:

- the differences between various types of research questions
- the different roles theories and concepts can play in research
- the importance of operationalisation

At the end of this skills course, you can:

- formulate a relevant research question for the broader research problem at hand;
- select a theoretical or conceptual framework that is relevant to the research question;
- develop an operationalisation of your theoretical or conceptual framework;
- explain and justify the various choices you make in your research design.

Recommended reading

Gustafsson, K. and Hagström, L. (2018). What is the Point? Teaching Graduate Students How to Construct Political Science Research Puzzles, *European Political Science*, 17, 634-648.

Luker, K. (2008). *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge (Massachusetts): Harvard University Press. [chapter 6, p. 113-124]

Toshkov, D. (2016) *Research Design in Political Science*, Basingstoke: Palgrave Macmillan

Weaver-Hightower, M. (2018). *How to Write Qualitative Research*. Abingdon: Routledge. [chapter 8]

EUS2511

Period 3

4 Jan 2021

29 Jan 2021

[Print course description](#)

ECTS credits:

2.5

Instruction language:

English

Coordinator:

Bachelor European Studies

- [E. Versluis](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment

Keywords:

research design, research questions, Theory, operationalization

Faculty of Arts and Social Sciences

Mentor Programme Year 2

EUS2510

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

0.0

Instruction language:

English

Coordinator:

- [P.H.M.G. Bijsmans](#)

Teaching methods:

PBL

Assessment methods:

Portfolio

Faculty of Arts and Social Sciences

Comparative Politics and Government

Full course description

Comparative Politics and Government introduces students to the main institutions of representative democracy. Even though democratic government is currently the norm in Europe, there is no uniform mode in how the executive, legislative, and judiciary branches of government interact. Based on a special Maastricht custom edition of a textbook edited by Daniele Caramani, we examine how the important institutional differences among European countries extend to other aspects of the polity such as electoral systems, civil service cultures, political parties, and forms of interest representation. This course encourages students not only to understand how institutions interact but also how they reflect different ideas about the best way to govern a country. We draw on Arend Lijphart's work on majoritarian and consensus systems to establish the main 'patterns of democracy' in contemporary Europe.

Course objectives

At the end of this course, students will have:

Bachelor European Studies

- The knowledge of how the executive, legislative, judiciary branches, as well as the civil service, political parties, and interest groups are organised and relate to each other in European democracies;
- The ability to assess critically contemporary developments in representative democracy.

Recommended reading

Caramani, D. (Ed.). (2017). *Comparative Politics* (4th ed.). Oxford: Oxford University Press.

EUS2002

Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

ECTS credits:

4.5

Instruction language:

English

Coordinator:

- [A.B. Spendzharova](#)

Teaching methods:

PBL, Assignment(s)

Assessment methods:

Written exam

Keywords:

Representative democracy, separation of powers, domestic politics of the EU member states, electoral systems, political parties, new social movements, interest representation

Faculty of Arts and Social Sciences

International Relations: Contemporary Issues and Actors

Full course description

This course is about different conceptual understandings of International Relations (IR) and specifically the types of international actors and their relationships in a number of contemporary policy areas. As it serves as an introduction to the discipline of IR, the course starts with basic theories of International Relations and continues with introducing the role of international (governmental) organisations and international non-governmental organisations in various issue areas, such as migration, security and the transformation of global order. The lectures in this course provide a general framework for understanding the topics discussed above, while the tutorials explore contemporary issues and actors in an interactive way. A specific focus will be on studying practical examples to which conceptual lenses can be applied. Please note that this is an elective course and available places are limited.

Course objectives

The two main skills that students develop in this course are critical thinking and the ability to form and express their own conceptually informed opinions on the major issues, actors and processes in IR today. At the end of the course, when confronted with current events at the global level, students are able to understand these from a variety of conceptual perspectives and to critically interpret them. In this sense, the course also prepares for later courses on EU external policy. The skills trained in this course include:

- In-depth research and writing (during the exam);
- Understanding, explaining and conceptually interpreting issues in IR (during tutorial discussions and in the exam);
- Effective team-work (in preparation for class discussions and chairing roles);
- Leading and facilitating discussions (both in small and big groups in class);
- Time-management (when preparing for tutorials and undertaking research on the final paper).

Recommended reading

Baylis, John, Smith, Steve, & Owens, Patricia (Eds.) (2017). *The Globalization of World Politics. An Introduction to International Relations* (7th ed.). Oxford: Oxford University Press.

EUS2005

Period 3

4 Jan 2021

29 Jan 2021

[Print course description](#)

ECTS credits:

4.5

Instruction language:

English

Coordinator:

- [Y. Reykers](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

International Relations, actors, issues, theories.

Faculty of Arts and Social Sciences

Research Skills: Back to the Sources

Full course description

This research training offers a first introduction on how to 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: public political statements, archival government records and public opinion sources. Students will be introduced to the quality control criteria of authenticity, credibility and

Bachelor European Studies

representativity. Each of the three assignments is devoted to a specific problem and a specific category of historical sources: the assignment on political statements is mainly devoted to the critical analysis of the authenticity and credibility sources. The assignment on archival sources focuses on the problems of representativity and combining a variety of sources. Finally, the assignment on public opinion sources addresses the problems of representativity and credibility again.

Course objectives

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 and contemporary phenomena;
- Recognise the different characteristics and pitfalls of several types of primary sources.

Recommended reading

To be announced. Please see course manual.

EUS2512

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

3.5

Instruction language:

English

Coordinator:

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

Teaching methods:

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

Assessment methods:

Take home exam, Presentation

Keywords:

Research training, source criticism, historical methods, EU integration

Faculty of Arts and Social Sciences

EU law I. Institutional Law of the EU

Full course description

This course adds a legal dimension to previous BA ES courses and exposes students to legal thinking and argumentation. The course introduces students to the definition of law and the legal terminology

Bachelor European Studies

which are the topics of the first two tutorials. Other lectures and tutorials are devoted to EU institutional law after Lisbon. The legal system founded by the European integration process is unique in its supranational characteristics. The latter are based on competences attributed from the Member States and influenced by special decision-making and legislative processes. The system is built on a legal protection system and legal principles, in the form of direct effect, indirect effect and state liability, governing the application of Union law. The latest changes brought about by Lisbon try to achieve more clarity with regard to competences and policies. As these Treaties merge the classic pillar structure in one single legal personality for the Union, there is a need for a reassessment of the classical division between supranational and intergovernmental structures. In addition, the case law of the European courts plays a central role in developing this special legal order, autonomous from national and international law. Precedentsetting cases will be highlighted throughout the course.

Course objectives

At the end of the course, students have acquired adequate knowledge, practical skills and a critical understanding of the following: • The legal foundations of the European Union (EU) and their special characteristics in relation to national and international law; • The EU institutions, their historical evolution, the horizontal relationship between them and the vertical relationship between the EU and its Member States (MS); • The legislative and decision-making process in the Union, the legal instruments in the form of secondary legislation and other measures • The question of choosing a legal basis based on different EU policies • The legal and constitutional principles guiding the relationship among the EU institutions and between the EU and its Member States (principles of supremacy, legality, subsidiarity, proportionality and loyalty); • The legal and institutional principles, in the form of direct, indirect effect and Member States' liability, guarding and guiding the implementation and application of Union law; • The legal protection in the form of the implementation and enforcement mechanisms of EU law (infringement proceedings against MS, enforcement through national courts, direct actions to review EU actions). In addition, by the end of the course, students should have become familiar with legal thinking and legal reasoning, and should be able to: - Find legal instruments in paper or electronic format; - Keep abreast of legal developments; - Read a legal document and extract relevant information from it; - Construct a legal argument on the basis of EU law; - Use EU law, especially EU legislation, to give an opinion on a simple problem.

Recommended reading

To be announced. Please see course manual.

EUS2000

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [M.P. Chamon](#)

Teaching methods:

Lecture(s), PBL

Making a European Market

Full course description

Making a European Market seeks to introduce the students to the problems involved in an economic integration process in general and the European integration experience in particular. The course takes the “Theory of international trade” as its starting point and has a microeconomic emphasis. In this respect it complements the parallel course International Economics, which has a macroeconomic emphasis . In weeks 1 and 2, we will address some basic theories of international trade, and the consequences (for prices, quantities and welfare) of barriers to trade. The European economic integration process is essentially an attempt to progressively reduce trade barriers as much as possible, but on a discriminatory basis: while the internal trade barriers are reduced, this is not necessarily true for the barriers vis-à-vis the rest of the world. In weeks 3 to 5, we will carefully examine the consequences (for prices, quantities and welfare) of such preferential liberalization. We will also have a look at the influence of economic integration on long-term economic growth, and on labour markets. Armed with this theoretical knowledge, weeks 6 and 7 will have a closer look at several relevant EU policy areas, e.g. the common agricultural policy, regional policy, competition and state aid policy, and external trade policy.

Course objectives

At the end of this course, students will:

- know why nations trade and how trade affects people, companies, and governments;
- know how the effects of regional trade agreements (such as the EU) differ from those of moving to free trade in general;
- know how economic integration can influence economic growth;
- understand the effects of economic integration on labour markets;
- understand EU policy domains such as the common agricultural policy, regional policy, competition policy and external trade policy from an economic perspective

Recommended reading

- Feenstra, R.C. and A.M. Taylor, International Economics, 4th international edition, Worth Publishers, 2017.
- Baldwin, R. and C. Wyplosz, The Economics of European Integration, 6th edition, McGraw Hill, 2020 (or the FASoS custom print of this book).

EUS2004

Period 5

5 Apr 2021

4 Jun 2021

[Print course description](#)

ECTS credits:

Bachelor European Studies

4.5

Instruction language:

English

Coordinator:

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

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Participation, Written exam

Keywords:

Comparative (dis)advantage, regional trade agreements, economic growth theory, labour market theory, Migration, EU economic policy

Faculty of Arts and Social Sciences

Research Methods: Introduction to Quantitative Methods

Full course description

The objective of this skills training is to introduce students to quantitative data analysis. Students will be introduced to concepts such as the logic of causal order, levels of measurement and measures of central tendency and dispersion as well as statistical techniques, including measures of association, correlation and regression. The overall goal of the skills training is to show students how to interpret commonly used statistics and how to process data in order to produce a variety of statistical procedures. The tutorial sessions will meet in the computer lab to work with a statistical software package called SPSS.

Course objectives

AT the end of the course students will: 1) be familiar with the principles of the logic of causal order; 2) be able to identify the level of measurement of variables; 3) be able to interpret and produce measures of central tendencies, measures of association and correlation; 4) be able to interpret a regression output.

Recommended reading

Foster L, Diamond I. & Jefferies J. Beginning Statistics. An Introduction for Social Scientists (2nd edition). SAGE Davis J.A. (1985) The Logic of Causal Order (Quantitative Applications in the Social Sciences). SAGE Field A. (2013) Discovering statistics using SPSS (and sex, drugs and rock,n.roll). (4th edition). London: SAGE

EUS2507

Period 5

5 Apr 2021

4 Jun 2021

[Print course description](#)

ECTS credits:

3.5

Instruction language:

Bachelor European Studies

English

Coordinator:

- L. Russo

Teaching methods:

PBL, Assignment(s), Skills

Assessment methods:

Written exam

Keywords:

Quantitative data analysis, SPSS, survey research.

Faculty of Arts and Social Sciences

Placing Europe: Cities, Regions, Borders

Full course description

This course explores the geographical complexity and diversity of Europe from a socio-cultural point of view. It looks at the different ways in which social, cultural, and political processes are connected to, and thereby shape, geographical places of different scale and character. As will become clear, the political integration and standardisation of Europe has not diminished the role that places such as cities and regions play in social and cultural life. Drawing on a social-cultural theory of place the course will investigate both the processes that make European places similar or distinct from each other. Thereby we will learn to understand European integration as a social and geographical process. In order to address these issues, the module combines conceptual and empirical insights from human geography with relevant scholarship from other social sciences. Please note that this is an elective course and available places are limited.

Course objectives

At the end of this course students will be able to: • “Think spatially” about major processes, tensions, and dilemmas of European integration (formal and “hidden” integration); • Understand, reflect and actively apply basic concepts of cultural geography and related space-oriented humanities; • Appreciate the potential value of cultural science approaches as a complement to more institution-focused methods of European Studies.

Recommended reading

If you want to get an idea of the conceptual perspective of the course, please read: Cresswell, T. (2004). *Place. A short introduction*. London: Blackwell.

EUS2006

Period 3

4 Jan 2021

29 Jan 2021

[Print course description](#)

ECTS credits:

4.5

Instruction language:

English

Bachelor European Studies

Coordinator:

- [J.D. Lachmund](#)

Teaching methods:

PBL

Assessment methods:

Take home exam

Keywords:

Human geography, place, cultural theory, urban studies, regionalism, globalisation.

Third year courses

Please download the programme overview (in blue, scroll up ^) to see for which courses you have to register. For content information, please click on the courses below.

ES students cannot book ACU2007 themselves; please ask the front office to register this course for you > [study-fasos\[at\]maastrichtuniversity\[dot\]nl](mailto:study-fasos@maastrichtuniversity.nl)

Bachelor European Studies year 3 regular

Faculty of Arts and Social Sciences

External Relations of the European Union

Full course description

This course makes students acquainted with the specific and multi-faceted nature of EU foreign policy. The course introduces students into the general framework of EU external relations: objectives, institutions, instruments, areas. It puts emphasis on the unique nature of EU foreign policy and evaluates its strengths and weaknesses in various functional domains and regional settings. It places the EU's foreign policy in a broader international context and discusses some major challenges facing the EU in the 21st century. Please note that this is an elective course and available places are limited.

Course objectives

At the end of the course students will be able to:

- Understand the main concepts and academic debates related to the external relations of the European Union;
- Critically analyse and assess the role of the EU in the world.

Recommended reading

- Hill, C.; Smith, M. & Vanhoonacker, S. (2017). International relations of the European Union. (3rd ed.). Oxford: Oxford University Press

EUS3005

Bachelor European Studies

Period 5

5 Apr 2021

4 Jun 2021

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [G.K. Noutcheva](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Final take home exam

Keywords:

External relations, CFSP, Trade, Development

Faculty of Arts and Social Sciences

After Babel. Language Policies in Europe

Full course description

The course aims to give students a general introduction into the field of language policy, with a special regard to Europe, its countries and regions and the Institutions of the European Union. Students will thus familiarise with all kinds of language issues in Europe and the EU. They will explore some history of the European language policies and learn about general conceptions of language planning, language use, language learning and multilingualism. Within this process of exploration students are likely to come across some widespread misconceptions and prejudices concerning language, as these still play a significant role in European and national discussions. The course focuses on various topics: language & society, language & politics, language & nation, language & geography, language & migration, language & culture, language & identity, language & business, language & media. Please note that this is an elective course and available places are limited.

Course objectives

Following the course, students will gain insight into: • Current issues and recent history of language policy in Europe and European countries; • The role of language issues in other European policy domains; • Codes of conduct in multilingual environments; • Concepts and arguments generally used in sociolinguistics, language policy and language planning; • The manifold relation between language and identity. The course also offers a first introduction into the research domain of language policy. Students will get familiar with the organisation of the discipline, some of its handbooks, resources and methodology. The course book contains a list of concepts and terms students are supposed to know and use actively during the discussions and in the assignments.

Recommended reading

• Baker, C. (2005). The care and education of young bilinguals. An introduction for professionals. Clevedon: Multilingual Matters. • De Swaan, A. (2001). Words of the world. The global language system. Cambridge: Polity. • Ross, A. (2003). Europäische Einheit in babylonischer Vielfalt. Die Reform des Sprachenregimes der Europäischen Union im Spannungsfeld von Demokratie und Effizienz. Frankfurt a.M: Lang. • Trudgill, P. (2000). Sociolinguistics. An introduction to language and society. (4th ed.). London: Penguin Books. • Wright, S. (2005). Language policy and language planning. From nationalism to globalization. Basingstoke: Palgrave Macmillan.

EUS3004

Period 5

5 Apr 2021

4 Jun 2021

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [C.J. van Leeuwen](#)

Teaching methods:

Assignment(s), Lecture(s), Skills

Assessment methods:

Assignment, Participation, Oral exam

Keywords:

Multilingualism, language policies, language behaviour, sociolinguistics.

Faculty of Arts and Social Sciences

EU law II. Substantive Law of the EU

Full course description

The goal of this course is to give students an insight into the core of the 'substantive law' of the European Union. In that light, the course rests on two pillars: the four freedoms and competition law. These areas are the foundations of the economic and social order of the European Union. The course deals in detail with the free movement of goods (both financial and quantitative restrictions), the free movement of persons, freedom of establishment and services, and the recognition of professional qualifications. The position of Third Country Nationals is also dealt with. Under the umbrella of competition law, agreements and concerted practices; abuse of a dominant position; mergers; public undertakings and state aid, as well as enforcement of competition law are all addressed in this course. Please note that this is an elective course and the number of places available is limited.

Course objectives

At the end of this course, students will, among other skills:

Bachelor European Studies

- Have knowledge of and insight into the main areas of European Law (outlined above);
- Be able to solve a legal problem in relation to those areas; and
- Be able to critically analyse and reflect on such problems.

Recommended reading

Paul Craig and Gráinne de Búrca, *European Union Law: Substantive Law*, Oxford University Press, Oxford, 2016. (NB: this is a custom edition specially published for this course! ISBN: 9780198805205). A more recent version of this custom edition may be published before the course begins;

Nigel Foster, *Blackstone's EU Treaties & Legislation 2018-2019*, Oxford University Press, Oxford, 2018.

EUS3003

Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [A.C. Broderick](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment, Written exam

Keywords:

Substantive law, the '4 freedoms'.

Faculty of Arts and Social Sciences

Research Methods: Survey Research

Full course description

For those who would like to further improve their quantitative research skills, this course is an optional follow-up training. Students will be able to conduct surveys for the business sector, NGO's and cultural organisations in Maastricht and across the Euroregion Maas-Rhine. The course culminates in a one-day conference where students present their research findings and policy recommendations to their host organisations, the media and the wider public. 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.

Course objectives

At the end of this course, students will possess: • The ability to respond to the demands of professional organisations and to develop a research design for quantitative data analysis in a 'real'

Bachelor European Studies

policy-making context; • The ability to plan and carry out surveys among a larger population; • The ability to report the research findings to a non-academic audience; • The ability to formulate policy recommendations

Prerequisites

Participation in and completion of Research methods: Introduction to quantitative methods (Year 2, EUS2509), or equivalent course at another faculty.

Recommended reading

• Field, A. (2005). Discovering statistics using SPSS (and sex, drugs and rock 'n' roll). (2nd ed.). London: SAGE Publications.

EUS3502

Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [F.W.C. Peters](#)

Teaching methods:

Research, PBL

Assessment methods:

Presentation, Assignment

Keywords:

Quantitative data analysis, SPSS, survey research, policy-oriented research

Faculty of Arts and Social Sciences

Mentor Programme Year 3

EUS3507

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

0.0

Coordinator:

- [P.H.M.G. Bijsmans](#)

Teaching methods:

PBL

Assessment methods:

Power and Democracy

Full course description

This course considers democracy not simply as a set of formal institutions, with voting rules, party organisation, and formal relationships between citizens and representatives. Instead, it looks at democracy as something people *do*: something enacted, contested, performed, and embodied. It also considers those actions as done *in contexts*: contexts of unequal power relations, most obviously, but also physical and mediatised contexts, colonial contexts, contexts of gender and workplace relationships. It starts by examining foundational concepts – who “the people” are and how representation works, for instance. It then examines democratic practices and different arenas of democratisation – the public and private spheres, even knowledge and rationality – before turning to challenges to democracy from Marxist and indigenous perspectives.

Course objectives

The course’s primary objective is to reconstruct the different meanings of power and democracy; develop an understanding of conceptual analysis as a method in political philosophy and history of ideas; and apply those concepts and method to contemporary problems in democratic theory and practice.

Prerequisites

None

Recommended reading

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

ACU2007

Period 5

5 Apr 2021

4 Jun 2021

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [J.R. Parkinson](#)

Teaching methods:

PBL

Bachelor European Studies

Assessment methods:

Participation, Assignment, Final paper

Keywords:

political theory, democracy, power, authority.

Faculty of Arts and Social Sciences

Research Methods: Interviewing

Full course description

In this skills-training students are trained in the craft of qualitative, semi-structured interviewing. Students will practice the craft of interviewing, recording, transcribing and analysing data through doing interviews themselves and analysing these in small groups. Lectures address the methodological advantages and disadvantages of interviewing, techniques for developing and conducting qualitative interviews, and approaches to coding qualitative data. Practical sessions serve to discuss techniques, student experiences and offer opportunities for extensive feedback by tutors and peers. Students will compile and present a reflective portfolio of interview materials. 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.

Course objectives

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.

Recommended reading

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

EUS3500

Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

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

Teaching methods:

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

Assessment methods:

Assignment, Portfolio

Bachelor thesis

Full course description

The Bachelor Thesis is the final work of the Bachelor in European Studies and offers students the opportunity to explore their personal interests within the field of European Studies. In this 7,500-8,000 words research paper students should demonstrate that they are able to write a substantial individual paper that critically reflects on a topic of their own choice, while applying the knowledge and skills acquired in other European Studies courses and showing that they master the final qualifications of the programme. The writing of the Bachelor Thesis takes place during the sixth semester (periods 3/4/5), meaning that individual and independent work on the paper is scheduled parallel to the regular study programme. Instead of normal tutor meetings, students will meet with their supervisor and fellow students in smaller groups organised around specific themes. They will also receive written individual feedback on the work submitted on four preset deadlines. Three lectures, a Skills Café and a Bachelor Thesis Conference offer further support and additional opportunities for feedback.

Course objectives

At the end of this course students will be able to:

- Write a substantial individual research paper that critically reflects on a topic of their own choice and which applies the knowledge and skills acquired in other European Studies courses;
- Develop a sound conceptual/theoretical and methodological framework;
- Use this framework in an innovative way, either by looking at a topic from a different perspective, or by using original data;
- Build a balanced and convincing argument and communicate this to academic and non-academic audiences;
- Reflect on feedback and comments from their supervisor;
- Work independently and plan their time effectively.

Recommended reading

- Booth, W.C., Colomb, G.C. & Williams, J.M. (2008). *The craft of research*. (3rd ed.). Chicago and London: The University of Chicago Press.
- Greetham, B. (2014). *How to write your undergraduate dissertation*. (2nd ed.). Basingstoke: Palgrave Macmillan.
- *Undergraduate Research Handbook*. Basingstoke: Palgrave Macmillan.

EUS3900

Period 3

4 Jan 2021

25 Jun 2021

[Print course description](#)

ECTS credits:

12.0

Instruction language:

Bachelor European Studies

English

Coordinator:

- [P.H.M.G. Bijsmans](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

European Studies, Academic research and writing, final work, independent research paper.

Faculty of Arts and Social Sciences

Culture and Identity in a Globalizing Europe

Full course description

The course aims to understand the relationship between culture, our sense of self, and material changes in our lives under industrial “modernisation” and globalisation. The course aims to unpack a central claim: that culture and identity do not exist in some ideational realm separate from daily life, but on the contrary are the results of ways of organising, ways of working together, ways of relating to one another.

The course starts with a conceptual analysis of the relationship between globalisation and modernity, and the relationship between those ideas and the concept of culture, drawing primarily on the work of Ernest Gellner and Anthony Giddens. From this central conceptual ‘core’ the course examines theoretical and empirical research into the construction of three different types of identity: religious identities, consumer identities, and digital identities, via the philosophy and social theory of Max Weber, Pierre Bourdieu and Michel Foucault. We apply these concepts to contemporary debates around freedom of speech versus freedom of religion; whether “consumer activism” can ever be an effective tool for climate or fair trade campaigners; and whether a shift to a “digital society” is producing new cultures, new identities, and a threat to democracy itself. Please note that this is an elective course and available places are limited.

Course objectives

At the end of this course students will be able to:

- Reflect on theoretical research on globalisation, culture and identity;
- Analyse contemporary problems related to globalisation in a cultural register;
- Develop theoretically informed positions on topical issues linked to European debate on globalisation and identity.

Recommended reading

Hopper, P. (2007). *Understanding Cultural Globalization*. Cambridge/ Malden, MA: Polity Press.

EUS3006

Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

Bachelor European Studies

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [J.R. Parkinson](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment, Final paper

Keywords:

Globalisation, culture and identity

Faculty of Arts and Social Sciences

Lifting the Iron Curtain. Central and Eastern Europe in the New Europe

Full course description

Lifting the Iron Curtain. Central and Eastern Europe in the New Europe explores the political and intellectual history of the making and re-making of Eastern Europe. The course surveys key historical, social and political developments in Central and Eastern Europe in the context of the Second World War, the Cold War and its aftermath. It traces the region's political and socio-cultural legacies, as well as developments in the decades following Central and Eastern Europe's "return to diversity". While broadly interdisciplinary, the course puts a strong emphasis on the historical background of the region and on the issues of transition and Europeanization. The course addresses a series of key questions such as: Where is Eastern Europe? How did the communists come to power? Why did the communist regimes collapse? How do post-communist countries cope with the past? Are the economic and democratic transitions in the region completed? How does the EU influence Central and Eastern Europe?

Course objectives

After the successful completion of this course students should have: - acquired knowledge and a broad understanding about the recent history and developments in Central and Eastern Europe within the larger context of the Cold War and the European integration and globalization; - acquired the capacity to trace, use and interpret historical documents and evidence in order to support their views and arguments; - acquired the ability to write a short essay that combines analysis and theoretical reflection on questions regarding the history and recent developments in Central and Eastern Europe; - acquired the ability to communicate complex ideas about Central and Eastern European issues to their peers and others; - improved their learning skills, which should enable them to prepare for the final Bachelor Paper, as well as for their future education at Masters' level.

Recommended reading

Judt, Tony (2005) *Post War. A History of Europe since 1945*. Penguin; Rothschild, Joseph & Nancy M Wingfield (2008) *Return to diversity. A political history of Central Europe since World War II* (Fourth

Bachelor European Studies

edition). Oxford University Press. Stokes, Gale (1996) From Stalinism To Pluralism: A Documentary History Of Eastern Europe Since 1945 (Second edition). Oxford University Press.

EUS3007

Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [F.L. Laczo](#)

Teaching methods:

Assignment(s), Lecture(s), Presentation(s)

Assessment methods:

Presentation, Take home exam

Keywords:

Central and Eastern Europe, history of communism, revolutions, transition, Nationalism, Democratisation, Europeanization

Faculty of Arts and Social Sciences

Research Methods: Advanced Document Analysis

Full course description

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. The course will offer an introduction to political discourse analysis and include an assignment on newspaper research.

Course objectives

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

Recommended reading

Material to be provided during the course.

EUS3508

Bachelor European Studies

Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

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

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Take home exam

Keywords:

Research training, Source criticism, document analysis, discourse analysis

Faculty of Arts and Social Sciences

Othering Europe

Full course description

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 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.

Course objectives

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

Bachelor European Studies

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.

Prerequisites

None

ACU2016

Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [L.S. Sirri](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

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

Faculty of Arts and Social Sciences

Authority, Expertise and Environmental Change

Full course description

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.

Course objectives

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.

Prerequisites

None

ACU2023

Period 5

5 Apr 2021

4 Jun 2021

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [R. Zeiss](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

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

Elective courses

Please note:

In the first semester of course year 3 (semester 5), each student will compile an individual programme, consisting of e.g. study abroad, internship, minors.

Bachelor European Studies year 3 electives

Faculty of Arts and Social Sciences

Arts and Culture: Policy and Politics

Full course description

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.

Course objectives

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

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

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

Teaching methods:

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

Assessment methods:

Final paper, Participation, Assignment, Presentation

Keywords:

Art, Culture, cultural policy

Faculty of Arts and Social Sciences

Museum Meanings

Full course description

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.

Course objectives

- 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

Bachelor European Studies

museums;

- Students know, understand and 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

Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinators:

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

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation and paper

Faculty of Arts and Social Sciences

Internship

Full course description

In order to obtain the required 24 ECTS the internship needs to have a duration of at least 16 weeks full-time.

The fifth semester is a flexible semester (24 ECTS). We encourage you to spend your semester abroad, but you could also stay in Maastricht or elsewhere in the Netherlands to do an internship or take courses. Studying at another university (or in another programme) or undertaking an internship offers you the change of scenery and a chance to get a better insight into future master's programmes and career options. It also allows you to apply the acquired knowledge and skills, as well as to gain new insights.

Previous students have undertaken a wide range of internships with, for instance, non-governmental organisations, EU institutions, business firms and press organisations. This is a chance to apply your knowledge and skills in a professional setting. In addition, internships offer the opportunity to learn new skills and gain a deeper understanding of EU issues. An internship also may help in terms of employability. You will receive guidance from a Faculty supervisor and from the host organisation.

EUS9900

Year

1 Sep 2020

31 Aug 2021

[Print course description](#)

Bachelor European Studies

ECTS credits:

15.0

Instruction language:

English

Coordinator:

- [P. Del Hierro](#)

Faculty of Arts and Social Sciences

Extern

Full course description

The fifth semester is a flexible semester (24 ECTS). We encourage you to spend your semester abroad, but you could also stay in Maastricht or elsewhere in the Netherlands to do an internship or take courses. Studying at another university (or in another programme) or undertaking an internship offers you the change of scenery and a chance to get a better insight into future master's programmes and career options. It also allows you to apply the acquired knowledge and skills, as well as to gain new insights.

Studying abroad offers the opportunity to study certain issues in more depth, in a setting that may differ from FASoS (a different country, different teaching philosophy, etc.). FASoS has agreements with more than 100 European and non-European partner universities, where you can take courses in several fields, including European Studies, political science, international relations and journalism.

EUS9020

Year

1 Sep 2020

31 Aug 2021

[Print course description](#)

ECTS credits:

24.0

Instruction language:

English

Faculty of Arts and Social Sciences

Kunst- en cultuurbeleid

CWE3005

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

Dutch

Coordinator:

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

Cultuuroverdracht in een museale context

CWE3004

Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

Dutch

Coordinators:

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

Minor

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

Minor Arts and Heritage

Faculty of Arts and Social Sciences

Arts and Culture: Policy and Politics

Full course description

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.

Course objectives

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

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

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

Teaching methods:

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

Assessment methods:

Final paper, Participation, Assignment, Presentation

Keywords:

Art, Culture, cultural policy

Faculty of Arts and Social Sciences

Museum Meanings

Full course description

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.

Course objectives

- 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 European Studies

ACU3004

Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinators:

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

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation and paper

Faculty of Arts and Social Sciences

Paper Minor Arts and Heritage

Full course description

Individual and independent research and writing.

Course objectives

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

Prerequisites

Course ACU/CWE3004 and/or ACU/CWE3005

ACU3904

Period 3

4 Jan 2021

29 Jan 2021

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

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

Teaching methods:

Bachelor European Studies

Coaching, Paper(s), Research

Assessment methods:

Final paper

Keywords:

Arts, Culture, heritage

Minor Differences/Inequalities: Introduction to Gender and Diversity Studies

Faculty of Arts and Social Sciences

The Making of Crucial Differences

Full course description

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 identity discourses and its colonial sub code 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.

Course objectives

- 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 to:

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.

Recommended reading

- 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

MCD3000

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

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

Teaching methods:

PBL, Presentation(s)

Assessment methods:

Presentation, Written exam

Keywords:

Dialectic of Enlightenment, Gender, Orientalism, hegemonic masculinity

Faculty of Arts and Social Sciences

Crucial differences in the 21st century

Full course description

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.

Course objectives

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

Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

Bachelor European Studies

12.0

Instruction language:

English

Coordinator:

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

Teaching methods:

PBL

Assessment methods:

Presentation, Take home exam, Final paper

Keywords:

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

Faculty of Arts and Social Sciences

Crucial Different Lives, Narrated (Auto-)Biographies

Full course description

“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?

Course objectives

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

Bachelor European Studies

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;
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.

Recommended reading

- 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

Period 3

4 Jan 2021

29 Jan 2021

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

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

Teaching methods:

PBL

Assessment methods:

Presentation, Written exam

Keywords:

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

Minor Globalisation and Development

Faculty of Arts and Social Sciences

Globalisation and Inequality

Full course description

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.

Course objectives

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.

Recommended reading

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

MGD3000

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [W.W. Nauta](#)

Teaching methods:

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

Assessment methods:

Assignment, Participation, Written exam

Keywords:

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

Faculty of Arts and Social Sciences

Globalisation Seminar & Symposium

Full course description

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.

Course objectives

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

Prerequisites

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.

Recommended reading

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

Period 3

4 Jan 2021

29 Jan 2021

[Print course description](#)

Bachelor European Studies

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [B.B. Dito](#)

Teaching methods:

Skills, PBL

Assessment methods:

Attendance, Final paper, Presentation

Keywords:

Migration, academic writing, symposium

Faculty of Arts and Social Sciences

Urban Development & Poverty in the 21st Century

Full course description

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.

Course objectives

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

Recommended reading

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

Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

Bachelor European Studies

12.0

Instruction language:

English

Coordinator:

- [B. Pasveer](#)

Teaching methods:

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

Assessment methods:

Assignment, Participation, Written exam

Keywords:

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

Interfaculty Minor Art, Law and Policy Making

Faculty of Law

Law and Art: The Free Movement of Cultural Property

Full course description

In Law and Art - The Free Movement of Cultural Property we take a closer look at the legal dimension of the art trade, the protection of cultural heritage from various threats, and the different points at which law and cultural heritage intersect. Artworks speak to our imagination and either fascinate or irritate (or bore) us. In the public discourse works of art are described and valued for different reasons: their uniqueness, their representation of the artistic genius, expressions of the human condition... These values we ascribe to art can also lead to it being endangered during conflicts, stolen, looted, or forged.

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

Bachelor European Studies

example Intellectual Property Law or Tax Law, which will not be addressed during the lectures.

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.

In the academic year 2020-21 the course will be taking place entirely online. The student will engage with the various topics through the online module and choose a particular research question to write a research paper after they have completed the modules. In the first week, the students are introduced to the field of law and art, the structure and content of the course and the assessment method.

Teaching methods:

- Online course with knowledge clips, short lectures and Q&A sessions.

Assessment:

- Participants will 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.

Course objectives

After completing this course, students can:

- Can outline the evolution of international cultural heritage law and summarize its main instruments.
- Can discuss the legal difficulties of regulating the (i)licit trade in art and the protection of art and cultural heritage from forgeries and destruction.
- Can compare their national property laws on art with other jurisdictions.
- Can rate the compatibility of laws on cultural heritage with European and international standards.

This course is also part of an interfaculty MINOR

Prerequisites

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. Students who have not a law background should in any case read the recommended literature before the course starts.

Recommended reading

The course uses a mix of literature which is available through the library and reference list. No additional literature needs to be purchased.

Non-law students should read Hage, Jaap, Waltermann, Antonia M., Akkermans, Bram (Eds.), Introduction to Law, Springer 2017.

IER3004

Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinators:

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

Teaching methods:

Lecture(s), PBL

Assessment methods:

Participation, Final paper

Keywords:

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

Faculty of Arts and Social Sciences

Arts and Culture: Policy and Politics

Full course description

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.

Course objectives

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 European Studies

ACU3005

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

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

Teaching methods:

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

Assessment methods:

Final paper, Participation, Assignment, Presentation

Keywords:

Art, Culture, cultural policy

Faculty of Arts and Social Sciences

Museum Meanings

Full course description

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.

Course objectives

- 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

Period 2

Bachelor European Studies

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinators:

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

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation and paper

University College Maastricht

Introduction to Art: Representations, Performances and Interactions

Full course description

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>).

Course objectives

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

Prerequisites

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

Bachelor European Studies

minor.

Recommended reading

- 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

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

6.0

Coordinator:

- [C. Rausch](#)

Faculty of Arts and Social Sciences

Paper Minor Arts and Heritage

Full course description

Individual and independent research and writing.

Course objectives

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

Prerequisites

Course ACU/CWE3004 and/or ACU/CWE3005

ACU3904

Period 3

4 Jan 2021

29 Jan 2021

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

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

Teaching methods:

Coaching, Paper(s), Research

Assessment methods:

Final paper

Keywords:

Arts, Culture, heritage

Faculty of Law

Private International Law

Full course description

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.

Course objectives

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

Bachelor European Studies

- 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 legal assessments

- 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 (type of dispute, relevant PIL question(s), etc.).

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.

Prerequisites

Basic knowledge of law in general.

Recommended reading

- 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.

(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

Period 3

4 Jan 2021

29 Jan 2021

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [M. Pertegás Sender](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Written exam

Keywords:

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

University College Maastricht

The Presence of Art: Reinterpreting Modern and Contemporary Art

Full course description

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.

Course objectives

- 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.

Prerequisites

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

Recommended reading

- 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

Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

6.0

Coordinator:

- [C. Rausch](#)

Minor Great Thinkers: Leading Paradigms of Western Culture

Faculty of Arts and Social Sciences

Modernity and Its Discontents

Full course description

The second course will cover the emergence of new ideas that structured modern life and society up to today. Many leading ideas and principles from the political, social, and cultural world (such as political ideologies, naturalised world views, and optimism about the potential of science) as well as opposition against them can be traced to Enlightenment thinkers and Romantic views. This course will present major thinkers (Descartes, Locke, Voltaire, Rousseau, Kant, Tocqueville, Hegel, Marx, Schopenhauer, Nietzsche, Freud, Weber, Arendt) who shaped modern society and culture from the eighteenth to the twentieth century. Themes will include the rise of individualism, belief in progress, cultural pessimism, the death of God, the emergence of democratic movements, psychoanalysis, and the opposition between Western and Eastern philosophy.

Course objectives

You will learn about:

- the intensifying processes of rationalisation that emerged during the Enlightenment;
- the opposition to these developments in the nineteenth and twentieth century, discussing such values as freedom, justice and authenticity;
- the processes underlying the emergence of political ideologies and alternative perspectives on

Bachelor European Studies

Western culture.

Furthermore, students will learn to analyse, evaluate and reflect upon the complex arguments brought forward by the great thinkers studied in this course.

MGT3001

Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [F.M. Doorman](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment, Written exam, Participation

Keywords:

Individualism, Cultural Pessimism, democracy, Enlightenment, Romanticism, Egalitarianism, the Death of God, Psychoanalysis, (Post)modernism, Political Ideologies

Faculty of Arts and Social Sciences

Great Books and Debates

Full course description

'Great Books and Debates' comprises a series of sessions in which key readings of Western culture will be read, thoroughly contextualised, and discussed in depth. You will read (excerpts from) highly influential books, such as Karl Marx's Capital, Darwin's Origin of Species, Nietzsche's Antichrist, and Edward Said's Orientalism.

Course objectives

You will:

- recognise the background of some of the major controversies in contemporary Western culture, such as inequality versus social justice, Darwinism versus religion, vitalism versus nihilism, orientalism versus Occidentalism;
- learn how to analyse, evaluate, and reflect upon the complex arguments featuring in the controversies studied in this course.

MGT3002

Period 3

4 Jan 2021

29 Jan 2021

[Print course description](#)

Bachelor European Studies

ECTS credits:

6.0

Instruction language:

English

Coordinator:

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

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Participation, Assignment

Keywords:

Marxism, Darwinism, Religion, Atheism, Imperialism, Orientalism, Western versus Eastern World

Views

Faculty of Arts and Social Sciences

The Birth of Reason

Full course description

The first course will take you on a journey of discovery from Antiquity to early Modernity. You will study and contextualize the ideas of leading thinkers of Antiquity (Pre-Socratics, Sophocles, and the big three, viz. Socrates, Plato, and Aristotle), of the Middle Ages (among others Augustine, Thomas Aquinas and William of Ockham) and of Early Modernity (featuring Machiavelli). Emphasis will be on how their ideas came into being and paved the way for a rationalised, disenchanted and anthropocentric world view (with a profound disregard of animals and other more natural forms of life), and on how they contributed to the further development of culture and society.

Course objectives

You will:

- learn to recognise the theoretical assumptions underlying the dominant paradigms of today's global society;
- be able to analyse, evaluate, and reflect upon the complex arguments brought forward by the great thinkers studied in this course;
- enhance your critical thinking and flexibility of mind.

MGT3000

Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [J. Spruyt](#)

Bachelor European Studies

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment, Written exam, Participation

Keywords:

History of ideas, Rationalisation Processes, Demythologisation, History of Logic, Raison d'état