

First year courses

## Elementary phase (semesters 1 and 2, year 1)

Faculty of Arts and Social Sciences

### Mentor programme

#### Full course description

The Mentor Programme in year 1 serves to help you to tackle academic challenges during your studies in the first year. Transition from secondary school to university is never easy. Many students will experience a period during which their study does not work out the way they expected, which often occurs in the first year. The Mentor Programme has been designed with this in mind and is aimed at easing transition to university and helping you to 'survive' your first year. The core component of the Mentor Programme is the student-mentor relationship. You are assigned to a mentor and a mentor group. You will have group meetings and individual meetings with your mentor. Meetings centre on your study expectations and your experiences.

#### Course objectives

The objective of the Mentor Programme is twofold. 1) First, it aims to assist you in becoming a successful student. To become a successful student you need to become engaged in your own academic development; to become what is often termed a "self-regulated learner". 2) Second, the programme offers you a social and academic community of peers in which you can exchange experiences, reflect on successes, challenges, opportunities and problems and learn from each other.

ACU1506

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

1.0

Instruction language:

English

Coordinators:

- [B.C. Zwegers](#)
- [C.W. van Leeuwen](#)
- [E.D. Dieteren](#)
- [R.L.A. Widdershoven](#)

Teaching methods:

Skills, PBL

Assessment methods:

# Onderzoeks- en Schrijfvaardigheden I

## Full course description

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

## Course objectives

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

## Recommended reading

Booth, W., Colomb, G., & Williams, J. (2008). *The craft of research*. The University of Chicago Press.

Jackson, H. (2005). *Good grammar for students*. Sage.

Rawlins, J. & Metzger, S. (2012). *The writer's way* (8th ed.). Boston: Wadsworth.

Goosen, M., & Schoordijk, F. (2017). *Basisvaardigheden academisch schrijven*. Coutinho.

Renkema, J. (2012). *Schrijfwijzer*. Boom.

Wachter, L. de, & Fivez, F. & van Soom, C. (2017). *Academisch schrijven: Een praktische gids*. Acco.

ACU1901

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

7.0

Instruction language:

English

Bachelor Arts and Culture

Coordinator:

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

Teaching methods:

Lecture(s), Presentations, Work in subgroups

Assessment methods:

Final paper, Presentation

Keywords:

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

Faculty of Arts and Social Sciences

## Knowledge and Criticism

### Full course description

Knowledge and Criticism examines the role of science in modern western culture in its relation to non-western cultures. Advanced science and technology are often understood as the hallmarks of all that makes us modern. How has this situation arisen? On what choices and assumptions is modern science based? Knowledge and Criticism answers these questions by going back to the founders of modern science (like Descartes and Newton), to the Enlightenment ideals of knowledge and progress (like those expressed in the French Encyclopédie), and to the reaction against all this during the Romantic era (with thinkers like Goethe and Humboldt). Students will also investigate the present: what do scientists do today, and how does their work fit into our culture and society? This course builds on your knowledge of Greek and medieval philosophy acquired in ACU1000 Apollo and Dionysus. It prepares the ground for the great modernisation themes in ACU1002 Disenchantment and Ideology. Its focus is also related to ACU2015 Technological Society.

### Course objectives

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

### Recommended reading

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

ACU1001

Period 2

31 Oct 2022

22 Dec 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

Bachelor Arts and Culture

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

Teaching methods:

PBL

Assessment methods:

Final paper, Written exam

Keywords:

Scientific revolution, Enlightenment, Romanticism, science & society

Faculty of Arts and Social Sciences

## **Disenchantment and Ideology**

### **Full course description**

In the nineteenth century the western world experienced a profound transformation. Traditional, predominantly agrarian society made way for an industrial one; the hierarchical social order was challenged by growing individualism and egalitarianism; and authoritarian government was gradually replaced by parliamentary democracy and suffrage. The French Revolution and the Industrial Revolution marked the beginning of this process of modernisation. Modernisation profoundly changed the view of man and society. Society was no longer viewed as immutably anchored in tradition or God's will. The idea of social design, the desire to create a better or perfect world, is a crucial characteristic of the modern way of thinking. People began to believe that the future could be planned and shaped in a rational manner. The ideal of social design entailed political conflicts and struggles about the reconstruction of society and these were based on political ideologies such as liberalism, conservatism, socialism, and nationalism, which implied various views of man. In the context of secularisation, a new view of man and society also emerged in science, in biomedical science and sociology in particular. The traditional view of the world and man's position in it was dominated by Christian religion as well as magic and symbolic thinking. The Enlightenment paved the way for a secular world-view, in which man was not so much considered as a special being because God had endowed him of her with a soul, with his or her moral destiny beyond this world. More and more man was viewed and studied as a natural and social being. In this course the rise of modern society will be studied from the perspective of the fundamental ambiguities of this transformation. On the one hand modernisation was a process of liberation: liberation from the shackles of traditional society, from age-old social hierarchies, from authoritative and oppressive political structures, and from dogmatic ways of thinking. On the other hand modernisation resulted in new problems such as disruption and disorientation and it also implied the need to adapt to new rules, pressures, and disciplinary systems.

### **Course objectives**

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

### **Recommended reading**

Various relevant textbooks are used.

ACU1002

Period 4

Bachelor Arts and Culture

6 Feb 2023

6 Apr 2023

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [F.G. Huisman](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam

Keywords:

French Revolution, Democracy, Industrial Revolution, human sciences, secularisation, Imperialism

Faculty of Arts and Social Sciences

## Art and Modernity

### Full course description

This course studies the different ways in which artists and authors have responded to and participated in the rise of modern mass society, beginning with late 19<sup>th</sup> century Impressionism and ending with the Situationniste Internationale, with a focus on the various avant-garde movements of the first half of the twentieth century. The rise of modern mass society was a multifaceted phenomenon comprising societal transformations such as urbanization, imperial and colonial expansion and the political mobilization of the masses in epoch-making events such as the Russian Revolution and the two World Wars. The course studies how artists understood these events as preludes to a new society and a new humankind and how they attributed a leading role to themselves in bringing this utopian world about. Art and Modernity also explains why artists have eventually given up on these all-inclusive utopian blueprints for the world to come.

ACU1003

Period 5

11 Apr 2023

9 Jun 2023

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [C. Höne](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Participation, Take home exam

Keywords:

## Doing Conceptual Analysis

### Full course description

In this skills course, students will be introduced to working with concepts in academic research and writing. Working from introductory texts on the study of concepts, students will learn what a concept is and its many uses. They will then learn techniques to analyse the meanings of concepts and how they may shift or conflict over time. Students will apply their knowledge on the example of the concept of “democracy”.

### Course objectives

Students will be introduced to the methods for studying the meaning of concepts. The course will firstly provide an understanding of what concepts are and of the importance of concepts for interpreting texts in Arts and Culture. Secondly, the course will introduce students to historical and analytical methods for studying the (shift of the) meaning of concepts. Thirdly, the course will enable students to use these historical and analytical methods for studying the (shift of the) meaning of the concept of democracy. Students will exercise these skills through a written assignment.

### Recommended reading

To be announced at the start of the course.

ACU1508

Period 4

6 Feb 2023

6 Apr 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [J.L.P. Prinz](#)

Teaching methods:

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

Assessment methods:

Final paper

Keywords:

conceptual analysis, nineteenth-century texts, Democracy

Faculty of Arts and Social Sciences

# Research and Writing I

## Full course description

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

## Course objectives

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

## Recommended reading

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

ACU1900

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

7.0

Instruction language:

English

Coordinator:

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

Teaching methods:

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

Assessment methods:

Bachelor Arts and Culture

Presentation, Final paper

Keywords:

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

Faculty of Arts and Social Sciences

## Academic Reading Across Disciplines

### Full course description

This skills course introduces students to scientific research in the field of humanities, focusing on history, philosophy, art and literature studies and the qualitative social sciences. Apart from familiarising students with texts from these disciplines, this skills course introduces students to the idea of interdisciplinary research through one example of an interdisciplinary text. Thematically the course features texts in the realm of the “good life” and social media. Furthermore, this skills training trains a number of academic skills, including the close reading of argumentative texts; summarising texts; understanding the contents of texts in light of their distinct disciplinary aims; recognising different methodological approaches specific to each discipline.

### Course objectives

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

ACU1504

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinators:

- [I.L.J. Melchior](#)
- [M.M.M. Oostindie](#)

Teaching methods:

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

Assessment methods:

Portfolio

Keywords:

Academic skills, reading, interdisciplinarity

Faculty of Arts and Social Sciences

## Finding Sources



## Full course description

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

## Course objectives

The course has two aims:

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

## Recommended reading

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

ACU1507

Period 2

31 Oct 2022

22 Dec 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [M. Reithler](#)

Teaching methods:

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

Assessment methods:

Portfolio

Keywords:

Library search, Source criticism

Faculty of Arts and Social Sciences

## Apollo and Dionysus

### Full course description

Course 1A 'Apollo and Dionysus' provides an overview of the development of thinking about norms and values in the history of Western civilization. It focuses upon a number of influential world views

## Bachelor Arts and Culture

and their moral implications - from the tenets of Socrates and Plato to those of Nietzsche and Foucault. The starting point is the continuous tension between very rational, 'Apollonian', philosophical-ethical schools of thought on the one hand, and some alternative, 'Dionysian', more comprehensive approaches to morality on the other, as expressed in works of art. For example, in Greek tragedy the inadequacy of an exclusively rational approach - and indeed of any form of one-sidedness - is a major theme. This interdisciplinary course, then, not only introduces the main Western philosophical ethical traditions in their historical context, but also deals with more implicit images of 'the good life' as expressed in works of literature and art.

### Course objectives

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

### Recommended reading

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

ACU1000

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

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

Teaching methods:

PBL

Assessment methods:

Written exam

Keywords:

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

Faculty of Arts and Social Sciences

## Analysing Arts

### Full course description

Works of art and literature can be valuable sources for research in cultural studies. Yet they are

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

## Course objectives

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

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

## Recommended reading

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

ACU1502

Period 5

11 Apr 2023

9 Jun 2023

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

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

Teaching methods:

Skills

Assessment methods:

Final take home exam

Keywords:

iconography, semiotics, narratology

Second year courses

## Elementary phase (semester 3, year 2)

Faculty of Arts and Social Sciences

### Cultural Pluralism

#### Full course description

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

#### Course objectives

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

#### Recommended reading

Bhikhu Parekh (2000). Rethinking Multiculturalism. London/New York: Palgrave.  
Michel Houellebecq (2015). Submission. Penguin Random House.

ACU2001

Period 2

31 Oct 2022

22 Dec 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinators:

- [I. Kamphof](#)
- [D.J. Kamphof](#)

Teaching methods:

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

Assessment methods:

Participation, Assignment, Final paper

Keywords:

Identity, values, Pluralism, secularism, culture of fear

Faculty of Arts and Social Sciences

# Onderzoeks- en Schrijfvaardigheden II

## Full course description

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

## Course objectives

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

## Recommended reading

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

ACU2901

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

Dutch

Coordinator:

- [M. Reithler](#)

Teaching methods:

PBL

Assessment methods:

Assignment, Written exam

Keywords:

Onderzoeksvaardigheden, onderzoeksvraag, Schrijfvaardigheden, vormgeven, taalbeheersing, structureren, argumentatie

Faculty of Arts and Social Sciences

## Research and Writing II

### Full course description

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

### Course objectives

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

### Recommended reading

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

ACU2900

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [M. Reithler](#)

Teaching methods:

Lecture(s), Assignment(s), PBL

Assessment methods:

Assignment, Final paper

Keywords:

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

Faculty of Arts and Social Sciences

## Mentor Programme

### Full course description

The Mentor Programme in the second year continues to help you to become a successful student. In the first year, the focus was on how you study. In the second year, the focus rather is on what you (want to) study and how this relates to your individual plans and goals. Through individual meetings with your mentor and through plenary information sessions, we support you in making key choices in your second and third year, in light of what you want to achieve in and after your study.

ACU2505

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

1.0

Instruction language:

English

Coordinators:

- [B.C. Zwegers](#)
- [C.W. van Leeuwen](#)
- [E.D. Dieteren](#)
- [R.L.A. Widdershoven](#)

Teaching methods:

Skills, PBL

Assessment methods:

Assignment, Participation

Faculty of Arts and Social Sciences

## Technological Society

### Full course description

In this course you will explore and analyse what it means to live in a technological society. In particular, you will study how technology and society have been intertwined since World War Two. While technology has always been an intricate part of any society, in the second half of the 20th century technological change became a defining characteristic of the way societal structures, media and art are constituted and organized. In this course, you will investigate and unravel this distinctive condition.

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

## Course objectives

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

## Recommended reading

See course book.

ACU2015

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [A. Supper](#)

Teaching methods:

PBL

Assessment methods:

Written exam

Keywords:

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

Faculty of Arts and Social Sciences

## Doing Ethnography

### Full course description

In this skills course, students are introduced to the qualitative research method of ethnography. Following an introduction to ethnographic research, the students of each tutorial group work together on collaboratively developing a research problem and design (related to the role of technology in contemporary society, which relates to the Technological Society course), which can be tackled through a series of individual methodological exercises. Students practice different methods in the ethnographic toolkit, such as conducting participant observation research, online ethnography and qualitative interviews. In bringing together the different exercises in a research



report (written individually by each student), we discuss how ethnographic materials can be generated; how the results can be interpreted and analysed; and how ethnographic research can be made robust, valid and reliable.

## Course objectives

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

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

## Recommended reading

The core texts for this skills training are:

- Seale, C. (Ed.). (2018), *Researching Society and Culture* (4th edition) London: Sage.
- Taylor, S. J., R. Bogdan, & DeVault, M. L. (2016). *Introduction to Qualitative Research Methods* (4th edition). Hoboken: Wiley.

Both texts are methodological reference works, which provide useful background information for the research that you will conduct during this skills training.

ACU2506

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [A. Supper](#)

Teaching methods:

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

Assessment methods:

Final paper

Keywords:

Ethnography, participant observation, online ethnography, interviewing, technology

Faculty of Arts and Social Sciences

# Doing Discourse Analysis

## Full course description

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

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

## Course objectives

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

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

## Prerequisites

None

## Recommended reading

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

ACU2507

Period 2

31 Oct 2022

22 Dec 2022

Bachelor Arts and Culture

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [J.L. Weusten](#)

Teaching methods:

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

Assessment methods:

Participation, Presentation

Keywords:

discourse analysis, Foucault, Cultural Pluralism, Methodology

Graduation phase

## Graduation phase (semesters 4 and 6)

Faculty of Arts and Social Sciences

### Art, Literature and Technoscience

#### Full course description

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

#### Course objectives

By the end of this course you will

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

## Prerequisites

This course is open to all students, but builds on the skills course Analysing Art (ACU1502), among others. Taking the course in combination with the skills course Analysing Arts II (ACU2508) or Interviewing (EUS3500) is recommended.

ACU2017

Period 4

6 Feb 2023

6 Apr 2023

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [R.P.J. Hendriks](#)

Teaching methods:

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

Assessment methods:

Final paper

Keywords:

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

Faculty of Arts and Social Sciences

## Analysing Arts II

### Full course description

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

### Course objectives

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

- deepen your understanding of two methodologies of artistic analysis you were introduced to in Analysing Art: semiotics and narratology;
- utilize the specialized analytical vocabularies that are specific to each of these methodologies;
- tailor these methodologies to the medium-specificity of their object of study (text)

## Prerequisites

The course builds on the first-year skills course Analysing Art.

## Recommended reading

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

ACU2508

Period 4

6 Feb 2023

6 Apr 2023

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

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

Teaching methods:

Skills

Assessment methods:

Final take home exam

Keywords:

semiotics, narratology, comics studies, film narratology

Faculty of Arts and Social Sciences

## 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

11 Apr 2023

9 Jun 2023

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [J.R. Parkinson](#)

Teaching methods:

PBL

Assessment methods:

Participation, Assignment, Final paper

Keywords:

political theory, democracy, power, authority.

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

11 Apr 2023

9 Jun 2023

[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

Faculty of Arts and Social Sciences

## Doing Conceptual Analysis II

### Full course description

Building upon Doing Conceptual Analysis (ACU1508), in this course students will be introduced to different methodologies for the study of concepts and conceptual change. The course will combine a focus on conceptual history (such as Reinhart Koselleck's *Begriffsgeschichte* or Quentin Skinner & the Cambridge School of Intellectual History) with a look at different philosophical approaches to the study of concepts (Isaiah Berlin, Friedrich Nietzsche, Michel Foucault). From this, students will investigate two case studies, the concept of "technology," and the conceptual pair "romanticism/enlightenment", by reading different conceptual analyses undertaken by different authors.

### Course objectives

There are two main objectives in this course. First, you will be able to reflect upon different ways in which concepts can be investigated by getting acquainted with methodological debates. The second objective will be to teach you how to develop those skills that are essential to working with concepts (finding sources, analyzing meaning, reflecting on conceptual change, and so forth).

### Prerequisites

ACU1508 Conceptual Analysis

ACU2509

Bachelor Arts and Culture

Period 5

11 Apr 2023

9 Jun 2023

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [T. Viola](#)

Teaching methods:

Skills

Assessment methods:

Final paper

Keywords:

concepts, Romanticism, technology

Faculty of Arts and Social Sciences

## Vulnerable Bodies

### Full course description

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

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

Taking these and other perspectives as theoretical foundation, our elective focuses on the



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

## Course objectives

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

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

## Prerequisites

None

## Recommended reading

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

ACU2019

Period 5

11 Apr 2023

9 Jun 2023

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

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

Teaching methods:

PBL

Assessment methods:

Attendance, Participation, Presentation, Final paper

Keywords:

## Doing Research in Arts and Culture

### Full course description

This course aims to help students recall the methodological skills practiced in the first and second year, and to gain additional experience in constructing a research design, choosing and/or combining methods, and drawing relevant conclusions from their analysis by coding primary sources and going through an entire research cycle. Within the setting of research ateliers (3,54-hour meetings, twice a week), students will work with a small subgroup of four students on a research design and an analysis of a set of online available sources that students will choose together with their peers from a reservoir of sources preselected by the tutors of this course. This implies that the students' research questions will not yet be the ones to inform their bachelor thesis. The method(s) chosen by the students, however, will have a relation with the methods they expect to be using for their bachelor thesis. The groups will thus be formed according to the student's preferences for particular methods. The exam will be a collective research report plus an individual report.

### Course objectives

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

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

### Prerequisites

With an eye on the format of the module (PBL in the form of seven 3,54-hour research ateliers), attendance in the research ateliers is mandatory in this course. In addition, the course offers three online consultation meetings (of 2 hours each) with voluntary attendance.

### Recommended reading

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

ACU3014

Period 4

6 Feb 2023

7 Apr 2023

Bachelor Arts and Culture

[Print course description](#)

ECTS credits:

7.0

Instruction language:

English

Coordinator:

- [K.T. Bijsterveld](#)

Teaching methods:

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

Assessment methods:

Participation, Portfolio

Keywords:

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

Faculty of Arts and Social Sciences

## Onderzoeksvoorstel Schrijven

### Full course description

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

### Course objectives

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

At the end of this course you will have:

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

Bachelor Arts and Culture

- increased your skills in giving, receiving and processing feedback.

## Prerequisites

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

## Corequisites

- [Bachelor Scriptie](#)

## Recommended reading

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

ACU3016

Period 4

13 Mar 2023

6 Apr 2023

[Print course description](#)

ECTS credits:

7.0

Instruction language:

Dutch

Coordinator:

- [D.M. Cressman](#)

Teaching methods:

Research, Assignment(s)

Assessment methods:

Presentation, Assignment

Keywords:

research skills, Methodology, research design, Writing, thesis proposal

Faculty of Arts and Social Sciences

## Bachelor Thesis

### Full course description

The Bachelor Thesis is a major component of the Arts and Culture programme and invites you to reflect upon and conduct a more in-depth analysis of topics, problems and/or approaches you have encountered during your studies and the graduation phase in particular. As the final academic project of the AC/CW bachelor program it enables students to convey and materialize their individual academic profile through a concrete academic product. It offers you the opportunity to

## Bachelor Arts and Culture

choose your own topic and work independently, on a research paper of 8,000-10,000 words, which is substantially longer than most papers you have been writing so far. During period 4 students prepare a proposal for their Bachelor Thesis in the four-week course Writing a Research Proposal. The writing of the Bachelor Thesis takes place during period 5 and your topic should be related to the AC curriculum. You should also apply the skills acquired in the courses Research and Writing 1 & 2 and Doing Research in Arts and Culture.

### Course objectives

The students show their ability:

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

### Prerequisites

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

### Corequisites

- [Writing a Research Proposal](#)

### Recommended reading

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

ACU3905

Period 4

6 Feb 2023

7 Apr 2023

[Print course description](#)

ECTS credits:

16.0

Instruction language:

English

Coordinator:

- [D.M. Cressman](#)

Teaching methods:

Research

Assessment methods:

## Bachelor Scriptie

### Full course description

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

### Course objectives

The students show their ability:

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

### Prerequisites

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

### Corequisites

- [Onderzoeksvoorstel schrijven](#)

### Recommended reading

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

ACU3906

Bachelor Arts and Culture

Period 4

11 Apr 2023

23 Jun 2023

[Print course description](#)

ECTS credits:

16.0

Instruction language:

Dutch

Coordinator:

- [D.M. Cressman](#)

Teaching methods:

Research

Assessment methods:

Written exam

Faculty of Arts and Social Sciences

## Research Methods: Interviewing

### Full course description

In this skills-training, you are trained in the craft of qualitative, semi-structured interviewing. You will learn through a hands-on approach, by arranging, preparing, conducting, recording, transcribing and analysing a research interview on a topic of your choice in small groups. Lectures and readings address the methodological premises, techniques for designing topic lists and formulate good questions, and approaches to coding qualitative data. Practical sessions serve to practice these skills, discuss your experiences, and offer opportunities for extensive feedback by tutors and peers. The assessment is a portfolio of your interview materials, analysis and reflections. 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 3ECTS 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

Bachelor Arts and Culture

Period 4

6 Feb 2023

6 Apr 2023

[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

Keywords:

Qualitative methodology, semi-structured interviewing, qualitative data analysis, coding

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, this skills course aims to improve the students' ability to make good use of primary sources in their own research. The course is especially useful for students who are embarking on a thesis that includes an analysis of political language. Advanced Document Analysis explicitly builds on Back to the Sources (ES) / Finding Sources (AC). The focus of these earlier skills courses was on where to find useful sources and how to analyse whether or not they provide credible and representative information. Advanced Document Analysis moves beyond the earlier focus on credibility of sources and focuses on the 'reality effect' of political & public language. It addresses the question how politicians (and media) do things with words, how language is used by these actors as an instrument of power which does not passively reflect reality, but instead shapes (our perception of) reality. In six hands-on assignments students will analyse, for instance, the rhetorics of political speeches, parliamentary debates and newspaper reports. We will not be so much interested in establishing whether the "facts" mentioned in these documents that we find and study are actually correct or not. Rather, what interests us here is to understand the manner in which sources (the kinds of which students commonly use) discursively represent the social and political "reality" they purportedly refer to. As such, this skills course intends to raise the students' awareness about, and to provide a first introduction to, what has become known as "framing" and "discourse analysis".

### Course objectives

At the end of this course, students will be able to critically analyze the rhetorics and discourse of political documents and media reports.



## Recommended reading

Material to be provided during the course.

EUS3508

Period 4

6 Feb 2023

6 Apr 2023

[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 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

6 Feb 2023

6 Apr 2023

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [C. Ernsten](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

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

Faculty of Arts and Social Sciences

## Living in a Digital Age

### Full course description

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

## Course objectives

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

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

## Prerequisites

None

ACU2018

Period 4

6 Feb 2023

6 Apr 2023

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinators:

- [J.W.A.P. Ward](#)
- [A.R. Wojcik](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

digitalization, digital technologies, digital culture

Faculty of Arts and Social Sciences

## Doing Discourse Analysis II

### Full course description

Doing Discourse Analysis II aims to help you to attain sufficient methodological competency to use discourse analysis in your final thesis. Thematically this elective skill invites you to analyse discourses in relation to themes from the elective courses you have followed in period 4 or are following in period 5. In this skills training, you will work on an individual research project on a topic of your choice from one of these courses. Like in Doing Discourse Analysis I, the focus will be on Foucauldian inspired discourse analysis. In Doing Discourse Analysis II, the knowledge of discourse analysis will be deepened and widened. You are introduced to recent additions to discourse analysis

## Bachelor Arts and Culture

- such as the idea of performativity by gender theorist Judith Butler and the conception of discourse coalitions by political scientist Maarten Hajer - and criticisms of the method, making you aware of possible shortcomings and alternatives. You are for instance invited to think critically about the relationship between subject positions that are produced by discourses and everyday lived identities, and whether and how we can create room for thinking about agency.

### Course objectives

The course will help you to:

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

### Recommended reading

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

ACU2510

Period 5

11 Apr 2023

9 Jun 2023

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [J.L. Weusten](#)

Teaching methods:

Skills, Assignment(s), PBL

Assessment methods:

Final paper

Keywords:

discourse analysis, Foucault, Methodology, Performativity, discourse coalitions

Faculty of Arts and Social Sciences

## Writing a Research Proposal

## Full course description

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

## Course objectives

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

At the end of this course you will have:

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

## Prerequisites

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

## Corequisites

- [Bachelor thesis](#)

## Recommended reading

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

Bachelor Arts and Culture

13 Mar 2023

6 Apr 2023

[Print course description](#)

ECTS credits:

7.0

Instruction language:

English

Coordinator:

- [D.M. Cressman](#)

Teaching methods:

Research, Assignment(s)

Assessment methods:

Final paper

Keywords:

research skills, Methodology, research design, Writing, thesis proposal

Faculty of Arts and Social Sciences

## Mentor Programme

### Full course description

The third and final year of the mentor programme of the BA Arts and Culture picks up where we left off in the second year and helps you to take some final steps towards graduation and your future after your BA. You will have to make several choices, importantly the theme on which you will write your thesis, and possibly the language in which you will write your thesis (English or Dutch). Moreover, you will have to make concrete plans for what you would like to do after your graduation.

### Course objectives

The objective of the Mentor Programme in the third year is threefold:

- First, to help you to become a successful student. In the third year, the focus is on what you (want to) study and how it relates to your plans and goals. This means that we encourage you to develop your reflective skills further, as well as the capacity “to set goals, plan a course of action, select appropriate strategies, self-monitor, and self-evaluate” (English & Kitsantas, 2013, p. 129).
- Second, the goal is to help you to make key choices in your third year, in light of what you want to achieve in and after your study, more specifically in relation to your BA thesis.
- The purpose is thus to help you to prepare for your future after the Bachelor.

ACU3512

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

0.0

Instruction language:

English

Bachelor Arts and Culture

Coordinators:

- [B.C. Zwegers](#)
- [C.W. van Leeuwen](#)
- [E.D. Dieteren](#)
- [R.L.A. Widdershoven](#)

Minor

## 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

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

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

Teaching methods:

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

Bachelor Arts and Culture

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 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

31 Oct 2022

22 Dec 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinators:

- [J.A. Post](#)
- [V.E.J.P. van Saaze](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:



Bachelor Arts and Culture  
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 ACU3004 and/or ACU3005

ACU3904

Period 3

9 Jan 2023

3 Feb 2023

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

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

Teaching methods:

Coaching, Paper(s), Research

Assessment methods:

Final paper

Keywords:

Arts, Culture, heritage

## **Minor 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 important

## Bachelor Arts and Culture

social differences marked through categories like gender, sexuality, race, ethnicity, religion, and social class from the Enlightenment until the mid-twentieth century. The course introduces students to seminal approaches within gender studies, postcolonial studies, and queer theory as critical lenses for analysing different historical case studies, philosophical texts, and literary works. Specifically, the course looks into the ways in which dominant Western discourses of identity have formed divisions between self and other; black and white; the Orient and the West; male and female; hetero- and homosexual; upper, middle, and lower classes; and how these differences were used to maintain cultural hierarchies and social inequalities. Special attention is directed to the co-construction of gender, sexuality, race, and class as categories that shaped—and were shaped by—the entangled histories of colonialism, slavery, capitalism, and modern science.

The course combines an intersectional theoretical perspective with a historical and discursive approach to the analysis of power and knowledge, and asks how gender, sexuality, race, class, and other crucial differences were conceptualized and “invented” both within and against the dominant discourses of Western modernity. The purported aim of the modern age was to achieve progress through rational, critical thinking and to liberate human beings from dogma, myth, and superstition. But while the Enlightenment promised liberty, democracy, and equality, at the same time it also has created dynamic patterns of inclusion and exclusion that continue to structure and divide society today. This ambivalent legacy of the Enlightenment is at the centre of this course. We will highlight the paradoxes of major modern progress narratives, and their entanglement with structures of power and inequality, while at the same time we will affirm the capacity of minoritarian knowledge production to negotiate, resist, and survive the violent realities of systemic racism, sexism, heteronormativity, and other intersecting forms of oppression.

### Course objectives

Upon completion of this course students are able:

to demonstrate an understanding of seminal approaches within historical gender studies, postcolonial studies, and queer theory;

to examine how historical configurations of gender, sexuality, race, ethnicity, social class, and other categories of difference have operated as systems of power and inequality in a variety of contexts from the Enlightenment to the mid-twentieth century;

to reflect on the ambivalent legacy of the Enlightenment and illustrate this with concrete examples;

to evaluate current discursive figures, narratives, tropes, and practices in light of their *longue durée* and genealogy in history;

to take part in seminal academic and societal debates within historical gender and diversity studies through oral and written modes of communication.

### Prerequisites

None

### Corequisites

- [Crucial differences in the 21st century](#)

## 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

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [E. Wesseling](#)

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

Crucial Differences in the 21st Century examines the complex interactions between gender, sexuality, race, ethnicity, class, age, and species difference in the contemporary world. Through a critical inquiry into various topical cases as well as major theoretical 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. The course is rooted in

intersectional feminism, critical race theory, queer and trans studies, decolonial theory, and other critical frameworks that link together academic scholarship and grassroots activism. It thus aims to help students develop the twenty-first century skills and competencies necessary for understanding, navigating, and resisting current forms of sexism, racism, homo- and transphobia, speciesism, and other systems of domination.

The emergence of various social movements during the 1960s and 1970s—including the women's movement, the civil rights movement, the free speech movement, and LGBT+ activism—serves as a historical and conceptual starting point of the course. Special attention is directed to how intersectional feminisms and queer activism have challenged the identity politics of mainstream social justice movements, and to the implications of these interventions for academic knowledge

## Bachelor Arts and Culture

production. Subsequently, the course looks into the entangled workings of gender, sexuality, race, ethnicity, class, religion, and other “crucial differences” through a variety of current case studies. From the “headscarf debates” and anti-Muslim racism in France to the medicalisation of intersex bodies, from the rise of Dutch homonationalism to queer environmental activism in the emerging ecosexual movement, the course critically examines the manifold dynamics of difference, power, and inequality in the twenty-first century. Simultaneously, the course traces a future landscape of possibility for minoritarian subjects— including women, queer and trans people, persons of colour and indigenous people, as well as a range of nonhuman “others”—by mapping critical strategies of resistance, resilience, and social justice.

### Course objectives

Upon completion of this course students are able:

to demonstrate an understanding of current theoretical approaches within gender studies, postcolonial studies, and queer studies;

to examine how contemporary configurations of gender, sexuality, race, ethnicity, social class, and other categories of difference operate as systems of power and inequality in a variety of contexts in the late twentieth and twenty-first centuries;

to analyse the dynamics through which multiple forms of identity and difference, inclusion and exclusion, equality and inequality are produced and reproduced by applying intersectionality as a critical theory and method;

to identify and take part in topical academic and societal debates within contemporary gender and diversity studies;

to construct and carry out an effective research design for an undergraduate research paper within the field of gender and diversity studies.

### Prerequisites

Course MCD3000 The Making of Crucial Differences

### Corequisites

- [The Making of Crucial Differences](#)

MCD3001

Period 2

31 Oct 2022

23 Dec 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

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

Bachelor Arts and Culture

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

## **Crucially Different Lives**

### **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 have studied in course A and course B. The course aims to come closer to understanding multiple differences and inequalities through shifting the level of analysis to that of the individual self. Starting from the premise that the differences studied in the previous two courses are not just discursive constructions but also experienced and lived realities, the course explores how social and cultural scripts of identity and difference, of selfhood and “otherness”, are narrated, performed, and embodied at the level of auto/biographical memory. At the same time, it asks how scripts, norms, and stereotypes of “otherness” are contested and possibly transformed through auto/biographical practices. The course thus investigates the multiple ways in which gender, sexuality, race, ethnicity, social class, and other social categories intersect and interact with one another in the formation of subjectivity and the storying of “different” selves.

The course combines an introduction to the field of subaltern studies—exemplified by the work of postcolonial theorist Gayatri Chakravorty Spivak—with current discussions of the history of the biographical method and the ethics of life writing. It also introduces students to qualitative interviewing and “memory work” as critical methodological tools for studying the auto/biographies of different (minoritarian) subjects and how the stories of their lives are told. How can individual and collective differences be read, interpreted, and written by the authors of an-other’s life? How are they narrated and acted in stories and performances of the self? In addressing these questions the course directs special attention to the connections between auto/biographical production and contemporary theorising about the subject within the fields of gender and diversity studies, life writing studies, and memory studies. As the final course in the minor, Crucially Different Lives furthermore provides students with the opportunity to mobilise the insights gained during the previous two courses by making use of them in analysing life stories and doing narrative interviews with a person of their own choosing.

### **Course objectives**

Upon completion of this course students are able:

to demonstrate an understanding of key concepts and methods from subaltern studies, life writing studies, and memory studies;

to examine the narrative construction of different “selves” in a variety of auto/biographical texts and practices;

## Bachelor Arts and Culture

to perform a close reading of various life writing documents, ranging from auto/biographical narratives and memoirs to film and literary fiction;

to conduct a qualitative interview and reflect on the practical and ethical dimensions of qualitative interviewing as a research method;

to apply the biographical method (including interviewing) in writing an undergraduate research paper within the field of gender and diversity studies.

## Prerequisites

Courses MCD3000 The Making of Crucial Differences and MCD3001 Crucial Differences in the 21st Century

## 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

9 Jan 2023

3 Feb 2023

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [I.L.J. Melchior](#)

Teaching methods:

PBL

Assessment methods:

Presentation, Written exam

Keywords:

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

## Minor European studies

Faculty of Arts and Social Sciences

## Back to the Sources

## Full course description

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

## 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 phenomena;
- recognise the different characteristics and pitfalls of several types of primary sources.

## Recommended reading

To be announced. Please see course manual.

MES3500

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

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

Teaching methods:

PBL, Presentations, Work in subgroups

Assessment methods:

Final take home exam, Presentation

Keywords:

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

Faculty of Arts and Social Sciences

## Europe: a Critical Reflection

## Full course description

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

## Course objectives

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

MES3002

Period 3

9 Jan 2023

3 Feb 2023

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [C.M. Sommerey](#)

Teaching methods:

Work in subgroups, PBL, Presentation(s)

Assessment methods:

Presentation and paper

Faculty of Arts and Social Sciences

## Great Expectations

### Full course description

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



## Course objectives

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

## Recommended reading

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

MES3001

Period 2

31 Oct 2022

22 Dec 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [E.V. Sapir](#)

Teaching methods:

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

Assessment methods:

Assignment, Written exam

Keywords:

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

Faculty of Arts and Social Sciences

## Negotiation Skills

### Full course description

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

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

### Course objectives

By the end of the course, students will:

## Bachelor Arts and Culture

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

### **Recommended reading**

To be announced. Please see course manual.

MES3501

Period 2

31 Oct 2022

22 Dec 2022

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [E.V. Sapir](#)

Teaching methods:

PBL, Assignment(s)

Assessment methods:

Assignment, Participation

Keywords:

Negotiations, simulation games, diplomacy

Faculty of Arts and Social Sciences

## **The Idea of Europe**

### **Full course description**

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

### **Course objectives**

At the end of this course, students will:

- have a basic overview of the development of the idea and identity of Europe, which can serve as a broad historical framework for understanding the process of European integration as it has occurred after 1945;
- be more familiar with specific characteristics of European history, notably in comparison with that of other (non-European) societies;
- have an understanding of some of the basic theoretical and methodological problems in

## Bachelor Arts and Culture

dealing with this subject matter. Students are introduced to problems concerning the study of identity, especially the social and symbolic construction of community and identity, as well as corresponding notions of representation, invention of tradition, and 'lieux de mémoire'. They are also made familiar - at a rudimentary level - with some of the most influential (and contested) theories in the historical study of society like Max Weber's concept of rationality, Norbert Elias' theory of civilisation, different views on modernisation (Sigmund Freud, Ernest Gellner, Zygmunt Bauman).

### Recommended reading

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

MES3000

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [F.L. Laczó](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

The idea of Europe, Identity, History

## 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

5 Sep 2022

28 Oct 2022

[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

9 Jan 2023

3 Feb 2023

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [A.I. Lopez Garcia](#)

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

31 Oct 2022

23 Dec 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [B. le Normand](#)

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 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

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

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

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 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, forged, or even purposefully destroyed.

Beside their artistic and historic value, art works are also goods: material objects that can be valued in money and are traded across the globe. This international element of the trade renders regulation and enforcement across legal borders difficult, and actors in the illicit trade of cultural objects take full advantage of this. 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. For example, 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 or looted painting to the original owner? Which law applies if more than one jurisdiction is involved? Which international obligations exist? 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, Private and Private International Law, Public as well as Criminal Law and criminology. However, you can easily widen the legal fields having a relation to the art market, such as for example Intellectual Property Law or Tax Law, which will not be addressed directly during the course.

### Assessment:

Participants will be assessed on the basis of an exam at the end of the course, as well as a paper on a topic of choice 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:

- identify the special role and treatment of works of art in a variety of related legal issues.
- outline the evolution of international cultural heritage law and summarize its main instruments.
- discuss the legal difficulties of regulating the (i)licit trade in art and the protection of art and cultural heritage from forgeries and destruction.
- analyse the private (international) law issues relevant to artworks.
- rate the compatibility of laws on cultural heritage with European and international standards.

**This course is also part of an interfaculty MINOR - Art, Law and Policy Making**



## 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 no background in law 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 are advised to consult the following book: Hage, Jaap, Waltermann, Antonia M., Akkermans, Bram (Eds.), Introduction to Law, Springer 2017, available as ebook in the UM Library.

IER3004

Period 2

31 Oct 2022

23 Dec 2022

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinators:

- [L.P.W. van Vliet](#)
- [A.M. de Jong](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Final paper, Written exam

Keywords:

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

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 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

31 Oct 2022

22 Dec 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinators:

- [J.A. Post](#)
- [V.E.J.P. van Saaze](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation and paper

## 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

## Bachelor Arts and Culture

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 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

5 Sep 2022

28 Oct 2022

[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 ACU3004 and/or ACU3005

ACU3904

Period 3

9 Jan 2023

3 Feb 2023

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [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 PIL rules, but a significant portion of sources of PIL are international treaties and, in this region, EU regulations. PIL has become even more significant as a result of increasing integration within the European Union and because of globalization and increased mobility of people across borders.

This course in particular focuses on the European perspective of PIL. 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 PIL; 3. an overview of the impact of EU primary law in the development of PIL.

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

### **Teaching method:**

PBL/PGO and lectures.

The participants of this course come together for tutorials twice a week during a period of three weeks. In addition, six lectures are provided.

### **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) mainly from a European perspective.

- **Gaining knowledge**

The students will gain knowledge of the basic principles and legal rules of PIL from a European perspective.

- **Applying knowledge and understanding**

The students will learn to apply the knowledge they acquire to identify and solve concrete problems that arise in international family disputes or 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

9 Jan 2023

3 Feb 2023

[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.

## The Presence of Art: Reinterpreting Modern and Contemporary Art

### Full course description

Since the late 19<sup>th</sup> century and certainly up until the mid-20<sup>th</sup> 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 21<sup>st</sup> 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?

## Bachelor Arts and Culture

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 21<sup>st</sup> Century*. Lund Humphries, Farnham, 2014.
- Gilda Williams, *How to Write about Contemporary Art*. Thames and Hudson, London, 2014.

MIN0002

Period 2

31 Oct 2022

23 Dec 2022

[Print course description](#)

ECTS credits:

6.0

Coordinator:

- [C. Rausch](#)

Elective courses