

# ***Course Catalogue***

## ***2018-2019***



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## **Introduction**

The UCM Course Catalogue 2018-2019 provides you with essential information about the courses offered at University College Maastricht during the 2018-2019 Academic Year.

Courses are listed with a course title and a course code. The course code refers to the part of the College program to which a course belongs and to the level of the course. Every course counts for 5 ECTS (European Credit Transfer System), except Skills, that are 2.5 ECTS each and the UCM Capstone which represents 10 ECTS. A full study load consists of 30 ECTS per semester and 60 ECTS per academic year.

### **Course code abbreviations**

The course code consists of three letters and a four digit number.

These are the three letter abbreviations:

COR	Academic Core
HUM	Humanities
SCI	Sciences
SSC	Social Sciences
SKI	Skills
PRO	Project
CAP	Capstone
UGR	Undergraduate Research

The first digits of the four digit number in the course code indicate the level of a course:

- 1 = 1000-level introductory courses (open to all students)
- 2 = 2000-level intermediate courses (may have prerequisites)
- 3 = 3000-level advanced courses (do have prerequisites)

The four digit number of the course code refers to the course number.

### **Undergraduate Research / MaRble (UGR), Undergraduate Research / The Documentary and Applied Research & Internship Project**

Please note that UGR3001 Undergraduate Research / MaRble, UGR3002 Undergraduate Research / The Documentary and UGR3003 Applied Research & Internship Project are only open to students that have been accepted into these courses.

### **Prerequisites and recommendations**

A number of course descriptions include prerequisites or recommendations. Note that *prerequisites* are required courses: you must have passed these courses in order to be allowed to join a course. Courses that are *recommended* are not mandatory. They are suggested by the coordinator and may add to your performance in the course.

For several 2000-level courses within the Sciences, it is possible to request a waiver for the prerequisite 1000-level course if you have already taken relevant courses during your previous education. On the next page you will find an indicative checklist for the topics that you should have covered in order to receive such a waiver.

## ***Checklists for secondary school mathematics and sciences***

The checklists below summarize the topics expected to be covered at secondary school for those requesting waivers for several 2000-level science courses:

- A) Mathematics (SCI-M)
- B) Physics (SCI-P)
- C) Chemistry (SCI-C)
- D) Biology (SCI-B)

### **A) SCI- M. Checklist for Mathematics**

Attitude towards mathematics: ability and willingness to think and reason at an abstract level

#### **Elementary knowledge of calculus:**

- reading equations
- solving simple equations
- analyzing functions
- functions and inequalities
- integers and polynomials
- rational numbers

#### **Elementary knowledge of algebra:**

- slopes and lines
- algebraic addition, subtraction, multiplication, and division
- solving algebraic equations
- exponents and powers
- linear systems
- factoring

#### **Elementary knowledge of geometry:**

- points and lines
- angles
- polygons and symmetry
- triangles
- perimeters and areas
- circles
- trigonometry, sinus, co sinus

### **B) SCI- P. Checklist for Physics**

#### **Elementary knowledge of electricity and magnetism:**

- potential, current, resistance, capacitor, simple electrical circuits
- direct and alternating current, period, frequency
- electrical energy, heat production, kWh
- semiconductors, diodes
- AD-converter
- positive and negative charges, electrical field
- magnetic field and flux, Lorentz force
- electron tubes in oscilloscope, TV, and X-ray
- linear accelerators
- electromagnetic induction, electrical motor, dynamo, transformer

#### **Elementary principles of mechanics:**

- position, distance, speed, acceleration, speed as a tangent
- gravity, trajectories, falling time and final velocity of objects
- representation of forces as vectors, addition of vectors
- Newton's laws: inertia, momentum, force  $F = m \cdot a$
- lever and pulley
- work, potential and kinetic energy
- rotation, centripetal acceleration, Newton's law of gravitation



**Elementary principles of thermodynamics:**

- pressure, volume and temperature, Boyle's law
- phase diagrams, (heat of) melting, evaporation, sublimation
- relation between atomic and macroscopic properties in gases
- equivalence of work and heat, specific heat
- first law of thermodynamics: conservation of energy

**Elementary principles of waves and radiation:**

- longitudinal and transversal waves, amplitude, wavelength, frequency
- harmonic oscillation
- radiation energy, dB
- sound waves, standing waves on a string and in a pipe, overtones
- resonance, Doppler effect
- optical waves, refraction, reflection, Snell's law, polarization
- light as electromagnetic radiation, velocity, color and frequency
- lenses and image formation, the eye, glasses, microscope
- double slit experiment, phase differences, interference, optical grids
- emission and adsorption spectrum
- radioactivity, isotopes, alpha-, beta and gamma-radiation

**C) SCI-C. Checklist for Chemistry****Elementary knowledge of atomic and molecular structure:**

- charge and mass of atomic nucleus, protons, neutrons, valence electrons
- classification of elements in the periodic table
- metals and non-metals, noble gases
- bonding: covalent, ionic, polar, van der Waals
- hydrophilic and hydrophobic substances, detergents
- understanding and naming of structural formulae

**Elementary knowledge of organic chemistry:**

- polymerization, structure and properties of synthetic polymers
- formation of natural fuels: coal, oil and gas
- total and partial oxidation: carbon dioxide and mono-oxide
- saturated and unsaturated hydrocarbons
- aromatics, ethers, alcohols, ketones, carbon acids, esters, amino acids
- stereo-isomers, optical activity, asymmetric carbon atom
- starch, cellulose, proteins, nucleic acids

**Elementary knowledge of chemical reactions and analysis:**

- reaction types: substitution, addition, esterification, hydrolysis
- weak and strong acid and bases, salts, buffers, pH
- redox reactions, batteries
- activation energy, reaction velocity
- law of mass action, chemical equilibrium, dissociation constant
- influence of temperature, pressure and the presence of catalysts
- concentration units, moles, molar volume of gases
- extraction, adsorption, distillation, filtration, centrifugation, sedimentation
- chromatography, spectrophotometry

**D) SCI-B. Checklist for Biology****Elementary knowledge of the structure and function of:**

- ecosystems, population, species, evolution, biodiversity
- competition, predation, symbiosis, biotic and a-biotic factors
- differences in animals, plants, fungi and bacteria
- organs, senses and tissues in animals and plants
- structure-function relations in movement, digestion, transport, procreation
- cells: nucleus, mitochondria, ribosomes, endoplasmic reticulum, Golgi-system
- cell membranes and receptors

**Elementary knowledge of genetics and embryonic development:**

- chromosomes, genes, genetic code, dominant and recessive alleles
- meiosis and mitosis
- DNA, nucleotides adenine, guanine, cytosine and thymine
- mRNA, tRNA, protein synthesis, replication, transcription, translation
- single- and double-stranded DNA, RNA viruses
- genotype, phenotype; influence of environment
- mutations, recombinant DNA technique, plasmids, cell fusion
- breeding, selection, genetic modification
- hereditary disorders, X-linked genes, prenatal diagnostics
- formation and transport of egg and sperm cells
- effects of hormones on menstrual cycle
- anti-conception, artificial insemination, in vitro fertilisation
- role of oviduct, uterus, placenta, umbilical cord

**Elementary knowledge of energy cycle and metabolism:**

- role of the sun as source of energy, biomass
- photosynthesis and plant metabolism
- breakdown of carbohydrates and fat to water and carbon dioxide
- aerobic and anaerobic metabolism, role of ATP
- role of proteins, enzymes, transporters, receptors
- proteins and formation of nitrogen containing substances
- role of digestive tract and nutrient transport by blood and lymph
- function of the heart, lung, kidney and liver in metabolism
- role of micro-organisms in the carbon and nitrogen cycles
- waste management, pollution, global warming, acid rain

**Elementary knowledge of homeostasis:**

- homeostatic control: detection, comparison, effectors
- role of the nervous system, action potential, neurotransmitters
- role of the endocrine system, hypothalamus, pituitary gland, hormones
- role of skin in regulation of body temperature
- role of immunological system in body defense, blood groups, vaccines

# Academic Calendar University College Maastricht 2018 - 2019

## Summer

week 28		week 29		week 30		week 31		week 32		week 33		week 34		week 35
9/7 - 13/7		16/7 - 20/7		23/7 - 27/7		30/7 - 3/8		6/8 - 10/8		13/8 - 17/8		20/8 - 24/8		27/8 - 31/8
					R1					P1			INTRO	

## Fall Semester 1

### Period 1

1		2		3		4		5		6		7		Reflection Week
week 36		week 37		week 38		week 39		week 40		week 41		week 42		week 43
3/9 - 7/9		10/9 - 14/9		17/9 - 21/9		24/9 - 28/9		1/10 - 5/10		8/10 - 12/10		15/10 - 19/10		22/10 - 26/10
				R2						P2				

### Period 2

1		2		3		4		5		6		7		Reflection Week	Christmas Holiday	
week 44		week 45		week 46		week 47		week 48		week 49		week 50		week 51	week 52	week 1
29/10 - 2/11		5/11 - 9/11		12/11 - 16/11		19/11 - 23/11		26/11 - 30/11		3/12 - 7/12		10/12 - 14/12		17/12 - 21/12	24/12 - 28/12	31/12 - 4/1 2019
				R3				D	R4				P3			

### Period 3

1		2		3		4
week 2		week 3		week 4		week 5
7/1 - 11/1		14/1 - 18/1		21/1 - 25/1		28/1 - 1/2
				P4		INTRO
						G
					R	R
					R	R

## Spring Semester 2

### Period 4

1		2		3		4		Carnival		6		7		8		Reflection Week
week 6		week 7		week 8		week 9		week 10		week 11		week 12		week 13		week 14
4/2 - 8/2		11/2 - 15/2		18/2 - 22/2		25/2 - 1/3		4/3 - 8/3		11/3 - 15/3		18/3 - 22/3		25/3 - 29/3		1/4 - 5/4
						R5								P5		

### Period 5

1		2		3		4		5		6		7		8		Reflection Week
week 15		week 16		week 17		week 18		week 19		week 20		week 21		week 22		week 23
8/4 - 12/4		15/4 - 19/4		22/4 - 26/4		29/4 - 3/5		6/5 - 10/5		13/5 - 17/5		20/5 - 24/5		27/5 - 31/5		3/6 - 7/6
				R6						P6			D			

### Period 6

Summer															
1		2		3		4									
week 24		week 25		week 26		week 27		week 28		week 29		week 30			
10/6 - 14/6		17/6 - 21/6		24/6 - 28/6		1/7 - 5/7		8/7 - 12/7		15/7 - 19/7		22/7 - 26/7			
															G
						R	R	R	R	R					

## LEGEND:

- P1 to P6: Publication of schedules
- D: Deadline Course Registration
- G: Graduation
- INTRO: Introduction freshmen UCM
- R: Resits
- : No scheduled educational activities
- R1 to R6: Deadline Registration External Education
- : Building extra open

**Academic Year 2018 - 2019**  
**Overview Fall and Spring Semester**

<b>Fall Semester 2018-2019</b>		<b>From</b>	<b>Till</b>
Period 1	7 Weeks	September 3, 2018	October 19, 2018
Period 2	7 Weeks	October 29, 2018	December 14, 2018
Period 3	4 Weeks	January 7, 2019	February 1, 2019
Resits Fall	1 Week	January 28, 2019	February 1, 2019

<b>Spring Semester 2018-2019</b>		<b>From</b>	<b>Till</b>
Period 4	7 Weeks	February 4, 2019	March 29, 2019
Period 5	8 Weeks	April 8, 2019	May 31, 2019
Period 6	4 Weeks	June 10, 2019	July 5, 2019
Resits Spring	1 Week	July 1, 2019	July 5, 2019

**Overview important dates Academic Year 2018 - 2019**

**Fall Semester**

August 20 - 24, 2018	Inkom
August 27- 29, 2018	Introduction September Enrolment
<b>November 30, 2018</b>	<b>Deadline Course Registration Spring Semester</b>
December 17 - January 4, 2019	Christmas Break
<b>February 1, 2019</b>	<b>Graduation Fall</b>

**Spring Semester**

January 28 - January 30, 2019	Introduction February Enrolment
March 3 - 8, 2019	Carnival
April 19, 2019	Good Friday
April 22, 2019	Easter Monday
April 27, 2019	King's Day
<b>May 24, 2019</b>	<b>Deadline Course Registration Fall Semester</b>
May 30, 2019	Ascension Day
May 31, 2019	Bridging Day
June 10, 2019	Whit Monday
<b>July 5, 2019</b>	<b>Graduation Spring</b>

**Preliminary dates 2019 - 2020**

August 26 - 28, 2019	Introduction September Enrolment
September 2, 2019	Start academic year 2019-2020

## **Course overview per period**

### **PERIOD 1: SEPTEMBER 3, 2018 - OCTOBER 19, 2018**

COR1003	CONTEMPORARY WORLD HISTORY	7
COR1005	THEORY CONSTRUCTION AND MODELLING TECHNIQUES	9
HUM1011	INTRODUCTION TO ART; REPRESENTATIONS, PERFORMANCES AND INTERACTIONS	15
HUM1012	POP SONGS AND POETRY: THEORY AND ANALYSIS	16
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HUM3036	NARRATIVE MEDIA	44
HUM3043	ACTS OF LITERATURE: THE ROLE OF PROSE, POETRY AND PLAYS IN A CHANGING WORLD	48
HUM3045	DISTRIBUTIVE JUSTICE IN CONTEMPORARY POLITICAL PHILOSOPHY	49
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SSC3030	THE LAW OF THE EUROPEAN INSTITUTIONS	136
SSC3036	AMERICAN FOREIGN POLICY	140
SSC3044	CULTURE, POLITICS AND SOCIETY IN CONTEMPORARY ASIA	143
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SKI2085	ETHNOGRAPHY AND QUALITATIVE INTERVIEWING I	171
SKI2088	LAB SKILLS: GENETICS	173

### **PERIOD 2: OCTOBER 29, 2018 - DECEMBER 14, 2018**

COR1002	PHILOSOPHY OF SCIENCE	6
COR1004	POLITICAL PHILOSOPHY	8
HUM1007	INTRODUCTION TO PHILOSOPHY	13
HUM1010	COMMON FOUNDATIONS OF LAW IN EUROPE	14
HUM1013	THE IDEA OF EUROPE: THE INTELLECTUAL HISTORY OF EUROPE	17
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# ***Core Courses (COR)***

## **COR1002 Philosophy of Science**

### **Course coordinator**

Prof. dr. L. Boon, University College Maastricht,  
louis.boon@maastrichtuniversity.nl

Semester	Period	ECTS	Core
Fall/Spring	2 / 5	5	

### **Prerequisite**

None.

### **Recommended**

It is strongly recommended not to take this course in your first or second semester.

### **Objective**

- To familiarize students with the philosophical foundations of the scientific method.

### **Description of the course**

Typical issues in this course are: What is the role of observation in science? What is a scientific explanation? What roles do theories and experiments play in science? What is the nature of scientific progress? Can we rationally decide between scientific viewpoints? In what ways are the social sciences similar to or different from the natural sciences?

The course presents an introduction to major issues in the philosophy of science. It can be divided into four parts. In the first we will deal with traditional positions on the objectivity and methodology of science, like those of logical empiricism. The second focuses on objections to this received view as formulated by critical rationalism and by Thomas Kuhn's paradigm theory. Kuhn's theory revolutionized thinking about scientific knowledge and led to the so-called sociological and historical turn in the philosophy of science. The course then addresses two fundamental problems in the field: 'Do our theories describe reality?' (The problem of realism) and 'Do we now have better knowledge than in the past' (The problem of cognitive progress). In the final part of the course problems in the philosophy of the social sciences will take center stage: How do the social sciences explain and predict events? Does the method of understanding present an alternative methodology for social science? And finally: What is the role of social science in society.

### **Literature**

- Chalmers, D. (1999). *What is This Thing Called Science?*
- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

An essay and a test with open questions.

## **COR1003 Contemporary World History**

### **Course coordinator**

Dr. M. Stout, University College Maastricht,  
mark.stout@maastrichtuniversity.nl

Semester	Period	ECTS	Core
Fall/Spring	1 / 4	5	

### **Prerequisite**

None.

### **Objectives**

- To provide students with an understanding of the main trends in politics, demography, society and culture over the last 70 years and to put these trends in a global context.
- To develop a critical attitude towards the use of historical theory, and the interpretation of historical data and processes.

### **Description of the course**

The course intends to trace back current situations to their historical backgrounds. The first three tasks, under the caption "Toolkit", will therefore consist of a brief exploration of the philosophy of history and some issues regarding historical perspective, a discussion of the concepts of "state" versus 'nation' (in anticipation of issues regarding decolonization, specific regional conflicts, and possible sources of conflict in general that will be discussed in later tasks), and a discussion of the Cold War as an influential factor in recent history.

Each of the following tasks, under the captions of "Area surveys" and "Assessment of the current global situation" respectively, will be built around a case that represents the underlying problem, and both combined will lead students to specific source material. Examples of such cases are decolonization, the economic development of Asia, conflict in Africa, and the implications of the current position of the USA as "solitary superpower".

### **Literature**

- Antony Best, Jussi M. Hanhimäki, Joseph A. Maiolo and Kirsten E. Schulze, International history of the twentieth century and beyond, Third edition, Routledge. 2015.
- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A final written exam, a paper and participation.

## **COR1004 Political Philosophy**

### **Course coordinator**

, Faculty of Arts and Social Sciences, Philosophy,  
@maastrichtuniversity.nl

Semester	Period	ECTS	Core
Fall/Spring	2 / 5	5	

### **Prerequisite**

None.

### **Objectives**

- The course will provide an introduction to western political philosophy. Students will learn to analyse, discuss, and apply basic concepts in contemporary political philosophy such as justice, equality, liberty and community.
- Students will apply these core concepts to various local, national, and global political issues such as migration and global justice.
- Students will be trained in normative political argumentation. They will exercise their ability to debate contentious ethical issues of public life.

### **Description of the course**

Politics is a complex and puzzling subject. If only taken at their word, it is difficult to understand why people act the way they do and believe the things they purport to believe in. As political philosophers we try to understand underlying conceptions and values that shape politics and which are used to justify concrete policies. We are not concerned with what people claim to believe. Instead, we are concerned with how the language and concepts that people use come to define who they are. In other words, we don't have ideas, ideas have us. Our task in this course is to understand those ideas.

This course will provide an introduction to contemporary philosophical debates about core political concepts such as *justice*, *liberty*, *equality*, *community*, and *democracy* in modern liberal-democratic societies. Students will become familiar with the thought of some of the leading modern political philosophers, like John Rawls, Hannah Arendt, Isaiah Berlin, Philip Pettit, and Martha Nussbaum. Since conceptual analysis is the core business of philosophy, students will learn to analyse concepts, to clarify fuzzy moral ideas, and to make explicit the tensions and contradictions inherent to our political lives. Students will learn how to apply these concepts to current political debate and practice.

### **Literature**

- Adam Swift (2014, third edition), *Political Philosophy; A Beginners' Guide for Students and Politicians*, Cambridge, Polity Press.

### **Instructional format**

Tutorial group meetings, debates and lectures.

### **Examination**

A midterm take-home paper and an endterm take-home paper.

## **COR1005 Theory Construction and Modelling Techniques**

### **Course coordinator**

Dr. L. Bevers, University College Maastricht,  
lonneke.bevers@maastrichtuniversity.nl  
W. van Dellen (MSc), University College Maastricht,  
wilfred.vandellen@maastrichtuniversity.nl

Semester	Period	ECTS	Core
Fall/Spring	1 / 4	5	

**NB:** This course was formerly known as COR1005 Modeling Nature.

### **Prerequisite**

None.

### **Recommended**

This course provides an introduction to theorizing and modelling. It is relevant for a wide range of other courses that are offered at UCM. The written assignment in this course is closely aligned with SKI1008 Introduction to Academic Skills 1. Freshmen are recommended to take this course alongside SKI1008.

### **Objectives**

- To offer a broad overview of scientific models and modelling techniques in different disciplines.
- To teach students how to work with models in different academic fields.
- To teach students how to model a specific phenomenon by using general models and modelling techniques.

### **Description of the course**

The aim of the course is to familiarize students with model systems within the different disciplines of Sciences, Social Sciences and Humanities. Models allow us to approach complex questions in systematic ways, for instance, by predicting weather conditions, the patterns of bird flight formations or the results of presidential elections. Such questions are present everywhere and it is through modelling that we can try to find some answers.

Modelling helps us to break down what we are studying into variables, understand relations or correlations between them and even predict the future. The course starts with a short introduction to models, followed by several case studies that illustrate their usefulness in various contexts. Exposing students to models used both in academia and every-day thinking, the course fosters a thorough understanding of natural and social phenomena. Throughout the course, students are encouraged to link models to specific situations and examples from their daily-life. The final report allows students to use the knowledge gained in the course to analyze a phenomenon/situation of their own interest. This can be done either by conducting thought experiments, applying and redefining existing models or designing one's own model.

The interactive lectures help students to gain a broad understanding of different kinds of modelling techniques. A special workshop is offered in order to trigger interests, thoughts and ideas and find ways of translating them into an individual and structured academic report.

### **Literature**

- Jaccard J. and Jacoby J., *Theory Construction and Model-building Skills - A Practical Guide for Social Scientists*, The Guilford Press, New York, 2010.
- Additional readings are available on Student Portal.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Assessment will be based on an exam in the final week, and a written assignment, consisting of a report and two peer reviews. The exam consists of open questions.



# ***Humanities (HUM)***

## ***HUM1003 Cultural Studies I: Doing Cultural Studies***

### **Course coordinator**

Dr. L. van den Hengel, Faculty of Arts and Social Sciences, Centre for Gender and Diversity,  
l.vandenhengel@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

### **Prerequisite**

None.

### **Objectives**

- To introduce students to the foundational texts and formative debates that have shaped Cultural Studies as an academic field of inquiry.
- To familiarize students with key concepts, themes, and topical debates within contemporary Cultural Studies.
- To introduce students to some of the central theoretical approaches within Cultural Studies, including critical theory, semiotics, material culture studies, gender theory, and critical posthumanism.
- To provide students with the analytical skills to develop their own examination of cultural objects and processes.

### **Description of the course**

Cultural Studies is a wide-ranging interdisciplinary inquiry into the ways in which contemporary culture, especially popular culture, operates and functions. It explores how cultural processes and artefacts are produced, distributed, and consumed, and traces the diverse ways in which people shape and transform culture particularly in relation to issues of identity, difference, and power. In contrast to more traditional approaches to culture, Cultural Studies focuses not merely on 'elevated' cultural objects such as 'great' works of art and literature, but also - and primarily - deals with more mundane cultural phenomena. Addressing topics that range from fashion advertisements to Facebook, and from the iPhone to Lady Gaga, Cultural Studies zooms in on seemingly familiar, yet highly complex, practices of everyday life.

This course introduces you to the key thinkers, topics, and critical frameworks in Cultural Studies. It starts with some of the foundational texts and formative debates within the field, most notably the work of Theodor Adorno and Max Horkheimer, Walter Benjamin, and Stuart Hall, associated with the Frankfurt School and Birmingham School respectively. Subsequently, we will take a closer look at several topical debates and conceptual approaches within contemporary Cultural Studies. We will address themes such as consumer culture, advertising, and social networks; the power and politics of representation; material culture and identity; cultural performances of gender; and the transnational cultural flows of globalization. By reading the work of major theorists such as Zygmunt Bauman, Henry Giroux, and Joanna Zylińska, you will familiarize yourself with a variety of critical approaches to cultural theory. Lastly, by looking at the interrelated topics of posthumanism, art, and technoscience, the final tasks of the course will explore some of the most stirring debates within Cultural Studies today, setting out new directions for the future development of the field.

### **Literature**

- E-reader. (Articles that are not included in the E-Reader will be made available for photocopying during the course).

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A take home exam and two short papers.



## **HUM1007 Introduction to Philosophy**

### **Course coordinator**

Dr. J. Spruyt, Faculty of Arts and Social Sciences, Philosophy,  
joke.spruyt@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

### **Prerequisite**

None.

### **Objective**

- To teach students how to “think philosophically”.

### **Description of the course**

One of the greatest and most influential Ancient philosophers, Aristotle of Stageira (384-322 BC) once remarked, “Wonder is the beginning of philosophy”. What he was referring to is our habit of asking fundamental questions about our every-day life, such as, “Suppose I am certain that I am right about something, what is that certainty based upon?”; “Suppose I am engaged in a discussion with someone (for example about some controversial matter), what can objectively guarantee the stringency of my argument?” Thinking about and discussing such questions will force us to reconsider the things we have always taken for granted. And ultimately they will lead us to more fundamental questions about the proper nature of Truth and Knowledge as such.

Assignments during the course include the following: the nature of philosophical enquiry, problems of knowledge and truth (including the understanding and evaluation of arguments), ethics.

### **Literature**

- Blackburn, S. (1999). *Think. A Compelling Introduction to Philosophy*. Oxford: Oxford University Press.
- Blackburn, S. (2001). *Being Good*. Oxford: Oxford University Press.
- Horner, C., & Westacott, E. (2000). *Thinking through Philosophy. An Introduction*. Cambridge: Cambridge University Press.

### **Instructional format**

Tutorial group meetings.

### **Examination**

Papers and debate.

## **HUM1010 Common Foundations of Law in Europe**

### **Course coordinator**

Prof. dr. C.H. van Rhee, Faculty of Law, Foundations and Methods of Law  
remco.vanrhee@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

### **Prerequisite**

None.

### **Objectives**

- To provide students with a better notion of law as a harmonising phenomenon in European culture.
- To provide students with a basic notion of similarities and differences in the approach to law in the various member states of the European Union (and the USA).
- To give students a better understanding of basic legal notions such as property, contract and delict.
- To provide students with a greater ability to evaluate the significance of the transfer of law making powers from the national to the European institutions.

### **Description of the course**

What do Europeans have in common? Part of the answer to this question is: their law. Currently, approximately 50% of all new legislation in the member states of the European Union has a non-national, European origin. This international outlook of law in Europe is not a new phenomenon. Even when concentrating on the so-called 'national laws' of the various European nations, it must be admitted that these laws find a strong foundation in a non-national, truly European tradition. This tradition dates back to the Middle Ages. Since it is the conviction of the course coordinator that a true understanding of the growing importance of the European institutions and policies can only be achieved by understanding the common legal history of Europe, the present course concentrates on this shared (legal) past. In doing so, it takes as its focal point the *ius commune*, i.e. the common, scholarly European approach to the law that originated in the Middle Ages and that was strongly based on Roman Law. This medieval tradition forms the common ground on which the present national legal systems in Europe have developed. It has strongly contributed to the creation of the idea of a common European culture.

In a manner that is highly relevant for an audience of non-lawyers and lawyers alike, the course starts with discussing Roman Law. The so-called *Corpus Iuris Civilis* will be used as the point of departure since most of what we know about Roman Law derives from this compilation of legal materials that was made in the 6th century AD on the orders of the Byzantine emperor Justinian. The texts that this emperor included in his collection were the product of a thousand years of unbroken legal development. During this millennium, roughly from 500 BC to 550 AD, Rome expanded from a small city-state to a world empire. While Roman law was adapted to cope with the changing society, the idea was maintained that it was essentially the same law that had been part of the early Roman way of life.

The course will also concentrate on the different approach to the law that existed and still exists in Anglo-American jurisdictions. It will try to explain the legal differences today between continental Europe and the British Isles. Additionally, some elements of American legal history will be studied. In doing so, the many similarities that lie beneath the seemingly radically different outward appearance of law in Anglo-American jurisdictions will come to light. This exercise will demonstrate that Anglo-American law is not so different from continental European law as some writers would like us to believe.

The course will conclude with a study of a selection of similarities and differences that exist in today's European legal landscape.

### **Literature**

- O.F. Robinson, T.D. Fergus, W.M. Gordon, *European Legal History*, London etc., 2000 or later edition.
- Additional materials, to be announced during the course.

### **Instructional format**

Tutorial group meetings.

### **Examination**

A written paper and class presentations.

## **HUM1011 Introduction to Art; Representations, Performances and Interactions**

### **Course coordinator**

I. Römgens (MA), University College Maastricht,  
inge.romgens@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities

### **Prerequisite**

None.

### **Objectives**

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

### **Description of the course**

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

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

This course, through its emphasis on representations, performances and interactions, constitutes a basis for courses on the arts in all their diversity, as well as courses on culture and cultural studies in general. The course includes a practical, creative exercise in stylistic representation and an excursion to a cultural institution in Maastricht, such as the Jan van Eyck Academy.

### **Literature**

- Auerbach, E. (2003). *Mimesis: The Representation of Reality in Western Literature*. Fiftieth-anniversary edition with a new introduction by Edward Said. Princeton University Press, Princeton.
- Gombrich, E. (2000). *Art and Illusion. A Study in the Psychology of Pictorial Representation*. Princeton University Press, Princeton
- Schechner, R. (2013). *Performance Studies: An Introduction*. 3<sup>rd</sup> ed. Routledge, London
- Becker, H. S. (1984). *Art Worlds*. University of California Press, Berkeley.

### **Instructional format**

Tutorial group meetings, lectures, field excursion.

### **Examination**

A practical, creative exercise in stylistic representation at the start of the course and a final take home exam.

## **HUM1012 Pop Songs and Poetry: Theory and Analysis**

### **Course coordinator**

Dr. J. Weusten, Faculty of Arts and Social Sciences, Centre for Gender and Diversity,  
josje.weusten@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities

### **Prerequisite**

None.

### **Objectives**

- To analyze pop songs and poems in depth.
- To explore the theory of the lyric.
- To integrate gender and diversity into the study of the lyric.
- To become familiar with a number of classic Anglo-American poems and influential pop songs.

### **Description of the course**

This course is based on the following textbook: Helen Vendler. *Poems, Poets, Poetry: An Introduction and Anthology*. Third edition. Boston: Bedford/St. Martin's, 2009 (ISBN-10: 0312463197). In three respects we shall amplify Vendler's book:

First, by reading some of the theory on the lyric by literary theorists and pop music theorists. As an academic, you must learn to read theory from firsthand sources. Second, by applying all of the chapters of Vendler's book to modern songs. Songs are also poems, although they are never considered in the conventional histories of poetry and in lyric theory. This is a strange omission, for not only do the "lyrics" of songs show all properties of poetry, the music of the song can also be seen as an exteriorization or enhancement of the musical element of language, emphasized in "regular" poetry through the use of rhyme, rhythm, structure, and images. The lack of attention to the pop song in books on poetry makes these books a bit outdated. Aim of this course is to give the theory of poetry a new life, by reconnecting it with the song.

Finally we will amplify Vendler's book by focusing on gender, ethnicity and sexuality as relevant categories of analysis in the study of poetry and song. There are significant differences in the ways in which male and female poets and singers express themselves: differences in themes, in the intertextual universes poets/singers choose to position themselves, in the use of genre, in forms of addressing the reader. We will address the question how gender, ethnicity and sexuality could be integrated into the theory of the lyric.

### **Literature**

- Primary sources (poems and songs)
- Vendler, H. (2009). *Poems, Poets, Poetry: An Introduction and Anthology*. (3<sup>rd</sup> ed.). Boston: Bedford/St. Martin's.
- E-Reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Writing a poem or pop song of your own, performance of a poem or song, midterm essay, presentation and a final essay.

## **HUM1013 The Idea of Europe: The Intellectual History of Europe**

### **Course coordinator**

Dr. M. Stout, University College Maastricht,  
mark.stout@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

### **Prerequisite**

None.

### **Objectives**

- To provide students with an overview of the concept of Europe and the development of European identity.
- To highlight the specific characteristics of European political/social/cultural history, notably in comparison with that of other (non-European) societies, that contributed to a sense of European community and the European identity.
- To demonstrate how a sense of community could evolve from the many shared historical cultural factors.
- To provide students with an introduction to a range of theories which are fundamental to a range of courses at UCM.

### **Description of the course**

This course deals with some of the most fundamental questions concerning the development of the European Identity. What have been the decisive common experiences that have fostered a sense of European community and identity, and how have they evolved over time? Tracing those events and experiences in the past that have helped to shape some sense of European community and identity means establishing the factors that have contributed to the difference between Europe and the non-European world. The concept of identity logically consists of two components: the notion of historical continuity and a marked sense of difference between the "in-group" and one or more significant others. If we accept that there is some sort of European identity, albeit complex and multifaceted, we should ask which factors have generated it. To put it more specifically: Which factors contributed to Europe's Sonderweg in world history? Or, to use the words of one author, the historian E.L. Jones: how did "the European miracle" come about?

From the angle of world history, the European experience constitutes a major deviation from an almost universal pattern of social and political organization. Europe is the first region in the world that has changed into a large-scale industrial and urban society. This so called process of modernization has turned European civilization into something of a historical anomaly - the kind of anomaly, however, that forced itself on other continents, thus becoming a new kind of standard in the end after all. To ask for the factors that have contributed to the modern sense of European community and identity is, at least for a large part, to ask for the factors that have produced this phenomenon of modernization, including the blatant economic disparities between European civilization (including North-America) and the rest of the world.

### **Literature**

- Rietbergen, P.J. (1998). *Europe: a Cultural History*. London/New York: Routledge.
- Delanty, G.D. (1995). *Inventing Europe; Idea, Identity and Reality*. Macmillan Press, Basingstoke.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

An exam with essay questions and a written paper.

## **HUM1014 Great Novels 1850 - Present**

### **Course coordinator**

TBA, Faculty of Arts and Social Sciences, Centre for Gender and Diversity,  
@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

### **Prerequisite**

None

### **Objectives**

- To acquaint students with a number of great novels from the western tradition.
- To acquaint students with a basic understanding of periodization in literary history.
- To acquaint students with basic concepts in literary theory.
- To enable students to apply theoretical concepts to their readings of novels.

### **Description of the course**

For centuries, the body of work referred to as 'literature' would first of all entail drama and poetry. But in the course of the nineteenth century, the novel took flight. As its name testifies, the novel was a new genre. But what exactly is a novel - Virginia Woolf described it as 'the most pliable of forms'? Why did it become such a dominant genre? Some have argued that the novel was so successful because it became the medium of the middle class, and the vehicle of its emancipation. To be sure, the novel helped shaping ideas about modern society, about what an individual is or can be, about self and other, about love, sex, marriage and property. But even if all those functions can be attributed to the 19th century novel, can the same be said about the 20th century novel? How did the novel as a genre change over time?

This course will address these and other questions, first and foremost by reading primary texts - key novels from the Western tradition - from 1850 onwards. You will read novels by, for instance, British, Dutch, Belgian, French, German and American authors. The reading and discussion of the primary works is the main objective for this course. Besides that, the course will introduce you into the scholarly analysis of literary works. It will acquaint you with major developments in the history of Western literature since 1850, and provide you with a vocabulary/toolkit to discuss and analyse novels. You will gain experience in reading, analyzing and writing about literature.

### **Literature**

6 novels:

- Gustave Flaubert – Madame Bovary (1857) (French).
- Franz Kafka – The Metamorphosis (1915) (German).
- Virginia Woolf – Mrs Dalloway (1925) (British).
- Carson McCullers – The Member of the Wedding (1946) (American).
- Milan Kundera – The Book of Laughter and Forgetting (1978) (Czech / French).
- Michael Cunningham – The Hours (1998) (American).

Secondary material from Andrew Bennett and Nicholas Royle, *An Introduction to Literature, Criticism and Theory*. Routledge, 3rd or 4th ed. (2009).

### **Instructional format**

Tutorial group meetings, seminars and (guest) lectures.

### **Examination**

Presentation, midterm assignment and a final paper.

## ***HUM2003 The Making of Crucial Differences: 'Race', Sexuality, Gender, and Class in Historical Perspective***

### **Course coordinator**

Dr. Habil and Dr. U. Brunotte, Faculty of Arts and Social Sciences, Centre for Gender and Diversity, u.brunotte@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities

### **Prerequisite**

Interest in historical research, gender studies and critical theoretical reflection.

### **Objectives**

- To acquaint students with a critical perspective on modern, mostly European history and the 'dialectic of Enlightenment', that means to show how the achievements of Enlightened ideals etc. were intertwined with colonialism, the 'Jewish question', gender and class inequalities...
- To acquaint students with cultural construction and historical configurations of 'race', class, gender and sexuality from the Enlightenment until the Shoa/Holocaust.
- To acquaint students with the way these categories of difference were conceptualized and interconnected and how they were sometimes newly invented in science, philosophy and social theory.
- To acquaint students with the way in which these configurations like gender, race and religion have structured cultural scripts and practices, stereotypes, individual identities, and European and North American developments, like slavery.
- To acquaint students with the way in which such intersecting categories of difference have constituted (and still constitute) inequalities and differences of power, resulting in invisibility, restricted access to sources etc.

### **Description of the course**

Starting from recent debates and problems like new nationalism, misogyny, political homophobia, Islamophobia and Xenophobia... this course offers a historical inquiry into the construction and development of cultural 'differences' marked through categories like gender, sexuality, class, 'race', and religion from the eighteenth century until the Holocaust. Through historical case studies, philosophy and literature it looks at the way in which Western identity-discourses and its colonial subcode have formed dichotomies like self and other, black and white, the Orient and the West, male and female, worker and bourgeois, hetero- and homosexual, and how these differences became social inequalities. From a critical theoretical perspective it will reconstruct the paradoxes of 'dialectic of Enlightenment', that means the dark side behind its claim for reason, equality, brotherhood and freedom.

It aims, firstly, to trace and illustrate the ways in which the Enlightenment has provided a rationale to mark gendered, classed and racialized boundaries in science which, more often than not, resulted in inequalities. These inequalities became embedded in European society in such a way that the active, dominant subject came to be seen as 'white, male, and middle class.' Moreover, this dominance grew beyond 'Europe' and helped to carry out the imperial project. The centrality of empire discursively and materially forged a 'European-ness' that was distinctively gendered, classed and racialized. With the help of a literary analysis (Joseph Conrad "Heart of Darkness"), the course demonstrates how classical European nationalism and colonialism (slavery) were gendered and racialized. The course describes how current societal issues have a genealogy in history and how they make use of gender as a category of knowledge.

Secondly, the course will introduce into critical theories, like discourse analysis and the history of knowledge (Michel Foucault), postcolonial and gender/sexuality studies and studies on Orientalism (Scott, Said). Thus, it will examine the dynamic processes of the "history of sexualities", their formation and contradictions, which emerged out of these processes. We will heed our attention to some of the salient ways in which women and men of the different classes and 'races' became embedded in social relationships, thereby often transgressing taken-for-granted lines of differences. We will reconstruct how 'masculinity' and the 'image of man' (Mosse) became a central trope of nationalism and colonialism. Last but not least, we will ask how colonial and anti-Semitic discourse, stereotypes of the 'external Other' (in the colonies) and stereotypes of an 'internal European Other' (the Jews etc.) were intertwined and how we can better understand the Holocaust from a historical perspective.

**Disciplinary perspectives**

History, Philosophy, Literary Studies, Gender and Colonial/Oriental Studies, Cultural Studies, Sociology.

**Literature**

- E-reader and the novel "Heart of Darkness" (Joseph Conrad).

**Instructional format**

Tutorial group meetings and lectures.

**Examination**

Final Essay (comment on film, novel etc. related to the course), oral presentations.



## **HUM2005 Enlightenment and Romanticism**

### **Course coordinator**

Prof. dr. M. Doorman, Faculty of Arts and Social Sciences, Philosophy,  
doorman@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities

### **Prerequisite**

None, however, this course is not suitable for students in their 1<sup>st</sup> year.

### **Objectives**

- To provide students with a historical and philosophical introduction to Enlightenment and Romanticism.
- To understand these periods as opposed worldviews in social, philosophical, scientific and political perspective.
- To understand how much our life and culture is structured by enlightened and romantic views.

### **Description of the course**

The debate between Enlightenment and Romanticism has an enduring impact on discussions of today in art, politics, science, human identity and social values. This course is a systematical introduction to these two, formative, opposed intellectual traditions.

First, a historical context will be presented to the political and ideological ambitions of the Enlightenment (enlightened despotism, Voltaire at the court of Frederick the Great, censorship and the diffusion of the Enlightenment).

Secondly the opposed approach to 'Nature' will be introduced; the influence of Newton, the rise of modern science, the Encyclopédie vs. Romantic science (e.g. Goethe's criticism on Newton's Theory of Colour) and the role of the arts in the new approach to Nature (such as landscape painting and romantic poetry).

Then, the changes in the visual arts will illustrate continuity and discontinuity in cultural history (Romanticism and Neo-Classicism).

In the fourth place human subjectivity in the Enlightenment (based on Lockean psychology and Self-love) will be confronted to new approaches to the romantic soul (the unconsciousness, irrationality, Weltschmerz).

Finally, discussions about morals and politics will be presented (Rousseau, the Social Contract, the slogans of the French Revolution vs. Romantic values concerning the State and personal relationships like love and friendship, nationalism).

### **Literature**

- Dorinda Outram, *The Enlightenment*. Cambridge University Press, Cambridge/New York 2011.
- Norman Hampson, *The Enlightenment. An evaluation of its assumptions, attitudes and values*. Penguin Books, Harmondsworth 1990.
- Maurice Cranston, *The Romantic Movement*. Blackwell, Oxford/Cambridge (Mass.) 1995.

### **Instructional format**

Tutorial group meetings and 2 lectures, 1 film (Stephen Frears, *Dangerous Liaisons*).

### **Examination**

A short midterm essay about the film and a test with open questions at the end of the course.

## **HUM2007 States and Nations in Europe, from the Middle Ages to the First World War**

### **Course coordinator**

Dr. P. del Hierro, Faculty of Arts and Social Sciences, History,  
pablo.delhierro@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities & Social Sciences

### **Prerequisite**

HUM1013 The Idea of Europe: The Intellectual History of Europe or any other 1000-level Humanities course.

### **Objectives**

- To examine nation-building and nationalism in early-modern and modern Europe.
- To discuss the development of “the state” as well as the diversity in state- and nation-building since the Middle Ages.
- To introduce the students to the history of international relations since the fifteenth century until 1919.

### **Description of the course**

The states and nations as we know them today have not always been around. In fact, they are both products of history, which emerged as a result of specific circumstances. This course analyses the emergence and development of state, nation and nationalism in Europe since the Middle Ages.

In addition, it introduces the students to the development of international relations and diplomacy from the High Middle Ages until the year 1919. As the course proceeds chronologically from the Middle Ages to the twentieth century, it provides the students with an overview of European political history.

### **Literature**

- Craig, G., & George, A.L. (2007). *Force and Statecraft. Diplomatic Problems of our Time*. (3rd ed.). New York: Oxford UP.
- Opello, W.C., & Rosow, S.J. (2004). *The Nation-State and Global Order. A Historical Introduction to Contemporary Politics* (2nd edition). London: Lynne Rienner.
- Palmer, R.R., and Joel Colton. (1995, 2002, 2006). *A History of the Modern World*. 8th, 9th, or 10th ed. New York: McGraw-Hill.
- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

One essay, individual presentations and a test with open questions.

## **HUM2008 Introduction to Ancient Philosophy**

### **Course coordinator**

Dr. M. Kardaun, Faculty of Arts and Social Sciences  
m.kardaun@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

### **Prerequisite**

None.

### **Recommended**

HUM1007 Introduction to Philosophy.

### **Objectives**

- To provide students with a basic introduction to ancient Greek philosophy;
- To teach students how to explore the meaning of philosophical texts by situating them in their historical contexts;
- To explore how our culture, and we as part of it, has been shaped by these ancient thinkers.

### **Description of the course**

Why would anyone choose to study philosophers who lived and wrote more than two millennia ago? One obvious answer is: to learn about one's roots; to better understand Western culture and heritage. Up to this day, the ancient Greeks constitute a major influence on our ideas about critical thinking, about the fundamental character of Reality, about Science, Ethics, and Art, and last not least: about what it is to be human and about what it means for humans to flourish, to live truly good lives. Ancient philosophy provides an inexhaustible source of inspiration for contemporary philosophy. "The European philosophical tradition", the philosopher Whitehead once remarked, "consists in a series of footnotes to Plato". Slightly overstated, but not untrue.

In this course we will return to the sources and study the texts that helped us become who we are today. We will study a range of canonical philosophical texts from Antiquity, ranging from the Ionian Philosophers of Nature to Aristotle. Although we will attempt to position these treatises in their historical and geographic contexts, our main concern will be: what have these ancient thinkers still to say to us today?

One warning: even if you have some prior knowledge of ancient Greek philosophy, that doesn't make this an easy course. Only choose this course if you are genuinely interested in reading ancient philosophical texts that do not always yield their secrets easily.

### **Literature**

Required

- Copleston, F.C. (1993 [1962]). *A History of Philosophy. Vol. I: Greece and Rome: From the Pre-Socratics to Plotinus* (rev. ed.). New York, etc.: Image.
- Guthrie, W.K.C. (62013 [1950]). *The Greek Philosophers from Thales to Aristotle*. Abingdon and New York, NY: Routledge Classics. (ISBN: 978-0-415-52228-1)
- Reeve, C.D.C. and P. Lee Miller (eds.) (2006). *Introductory readings in Ancient Greek and Roman Philosophy*. Indianapolis / Cambridge: Hackett.

Recommended:

- Naerebout, Frederick G. & Singor, Henk W. (2014). *Antiquity: Greeks and Romans in Context*. Chichester, West Sussex / Malden, MA: Wiley-Blackwell.

### **Instructional format**

Tutorial group meetings as well as lectures.

### **Examination**

A mid-term paper in the fifth week and a plenary exam at the end of the course.

## **HUM2013 The Presence of Art: Reinterpreting Modern and Contemporary Art**

### **Course coordinator**

I. Römgens (MA), University College Maastricht,  
inge.romgens@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

### **Prerequisite**

None.

### **Recommended**

HUM1011 Introduction to Art; Representations, Performances and Interactions.

### **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.

### **Description of the course**

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 do current “economies of enrichment” simply reduce the value of art to financial speculation?

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. The module emphasizes the practices governing institutions of the contemporary art world, such as art markets and museums. Furthermore, the course features excursions to local art institutions, including the Bonnefanten museum in Maastricht.

### **Literature**

- Foster, H. Krauss, R. Bois, Y-A, Buchloh, B.H.D, Joselit, D. (2016). *Art Since 1900: Modernism, Antimodernism, Postmodernism*. 3rd edition. London: Thames and Hudson.
- Thornton, S. (2008), *Seven Days in the Art World*. London: Granta.
- Adam, G. (2014). *Big Bucks: The Explosion of the Art Market in the 21st Century*. Farnham: Lund Humphries
- Williams, G. (2014). *How to Write about Contemporary Art*. London: Thames and Hudson.

### **Instructional format**

Tutorial group meetings, guest lectures, a film screening, and field excursions.

### **Examination**

An art review and a final take home exam.

## **HUM2014 Philosophers of the 20th Century**

### **Course coordinator**

R. Gabriëls, Faculty of Arts and Social Sciences, Philosophy,  
r.gabriëls@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

### **Prerequisite**

HUM1007 Introduction to Philosophy

### **Objective**

- To introduce students to influential philosophers of twentieth century philosophy.

### **Description of the course**

The course reconstructs the main ideas of some of the most influential philosophers of the 20<sup>th</sup> century: Ludwig Wittgenstein (1889-1951), Martin Heidegger (1889-1976), Hannah Arendt (1906-1975), Michel Foucault (1926-1984), Jacques Derrida (1930-2004) and Jürgen Habermas (1929). Their ideas are partially the result of the practical turn within philosophy initiated in the 19<sup>th</sup> century by Karl Marx (1818-1883), Søren Kierkegaard (1813-1855), Friedrich Nietzsche (1844-1900) and Charles Sanders Peirce (1839-1914). So, elaborating on their work during the past century many philosophers took practical issues as the starting point of their philosophy. This course tries to figure out what these practical issues are and how they are related to their theoretical ideas. Moreover, the course addresses the link between the work of these philosophers and the societal context and discusses its heuristic value.

### **Literature**

- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

An outline and a paper that addresses a controversy within the philosophy of the 20<sup>th</sup> century.

## **HUM2018 Cultural Diversity in a Globalizing World**

### **Course coordinator**

Dr. L. Sirri, Faculty of Arts and Social Sciences, Literature and Art,  
l.sirri@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

### **Prerequisite**

At least one Humanities course.

### **Recommended**

HUM1003 Cultural Studies I, HUM2031 Cultural Studies II or SSC2046 Globalization and Inequality.

### **Objective**

- To teach students to reflect upon issues of globalization and cultural diversity from several disciplinary perspectives and connect these issues with their major field of academic study.

### **Description of the course**

What is cultural diversity; when and where does cultural diversity become salient? This course focuses on cultural difference and identity in an era in which the nation seems to lose its unifying significance in matters of personal identity and group identity formation. It seeks to analyze how globalization influences identity and culture and the ways in which these interact with social differences such as gender, ethnicity, religion and nationality. Its orientation is both practical and theoretical. Students will become acquainted with different theories of globalization and culture such as Hybridization (Nederveen Pieterse), McDonaldization (Ritzer), and the Clash of Civilizations (Huntington), concepts such as Orientalism (Said), Occidentalism (Margalit and Buruma), and Multiculturalism. Throughout the course theoretical discussions are linked to actual and pressing debates, such as feminist dilemmas on veiling, national/religious/ethnic identity formation and migration.

Themes: Cultural Diversity; Gender and Ethnicity; National Identity; Multiculturalism; Orientalism; Occidentalism; Fundamentalism.

Disciplinary perspectives: Cultural Studies, Migration Studies, Gender and Diversity Studies, Sociology.

### **Literature**

- E-reader.

### **Instructional format**

Tutorial group meetings, projects and 4 lectures.

### **Examination**

Projects (individual presentation) and a final exam (take home exam).

## **HUM2021 Medieval Civilization**

### **Course coordinator**

Dr. J. Spruyt, Faculty of Arts and Social Sciences, Philosophy,  
joke.spruyt@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

### **Prerequisite**

Recommended: HUM2008 Ancient Philosophy

### **Objectives**

The course aims to provide insight into European intellectual history in the Middle Ages, against the background of a changing world after the Fall of the Roman Empire. The focus will be on the Latin West. The course aims to provide a critical approach to a selection of medieval topics, including

- The development of education in the Middle Ages.
- The position and influence of Christianity in the Middle Ages.
- Philosophy in the Middle Ages.
- Literary works of the Middle Ages.
- Science in the Middle Ages.
- Magic and witchcraft in the Middle Ages.

### **Description of the course**

For many of us, even medievalists, the Middle Ages are still somewhat of a mystery. On the one hand we tend to identify the Middle Ages with a dark period in history, which does not have a lot to offer us culturally or intellectually. Yet we are also fascinated by this period, and quite enjoy many of the artefacts that have been handed down to us.

In this course we will try to unravel some of the mysteries of the Middle Ages. We will try to understand how and why this period has become such a source of bewilderment: we shall pay attention to 'typically medieval' phenomena, but also look at the reception of the Middle Ages in retrospect. We will critically evaluate the presuppositions about the Middle Ages and show the continuity of intellectual developments in Antiquity, the Middle Ages and the present.

### **Literature**

- Martha L. Colish, *Medieval Foundations of the Western Intellectual Tradition 400-1400* (New Haven and London: Yale University Press, 2002)
- Edward Grant, *The Foundations of Modern Science in the Middle Ages: Their religious, institutional and intellectual contexts* (Cambridge: Cambridge University Press, 1996).

### **Instructional format**

Tutorial group meetings and lectures

### **Examination**

Participation and academic paper.

## **HUM2022 Digital Media**

### **Course coordinator**

Dr. K. Wenz, Faculty of Arts and Social Sciences, Arts and Literature,  
k.wenz@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

### **Prerequisite**

None.

### **Objective**

The aims of this course are to familiarize students with topics relevant for digital culture and society such as:

- Different uses of digital media in the fields of netactivism, gaming, digital literature and digital art.
- The relation between technological development and user practices as e.g. hacking, sharing practices, quantified self.
- Introduction to information politics.

### **Description of the course**

Students in this course will be introduced into the broad field of digital media and discuss in detail computer based practices (both from literature from the humanities and qualitative social sciences). The topics discussed range from transformations in our digital cultures based on technological developments to artistic practices in digital literature and art. While popular debates usually focus on general discussions on the impact of digital media, this course will deal with the complexity, history and diversity of our contemporary culture.

Over the course of the past decades digital devices have become omnipresent in Western society. Every day we type on computers, make calls with our mobile phones, log in to numerous websites and social networks. Perhaps more importantly, we are able to keep extensive, precise records of our everyday lives. From internet cookies to video camera surveillance feeds, along with the information users, companies and governments store in clouds, more and more data is generated and archived. In the digital age, information circulates faster and faster, sometimes without the knowledge of the parties from which the data originate. The consequences have been differently valued. The optimistic account stresses the new media's inherent possibilities for active cultural and social participation beyond the reach of existing political or commercial institutions. Liberation is a term discussed when we follow discussions about the use of social media to support processes of democratisation.

When we investigate the use and abuse of user data and surveillance strategies both from governments and marketing institutions exploitation of users is central in the debate. We willingly help to spread information on social media, often without an awareness of the information politics involved. The cultural transformations of and through new media technologies, the impact they have on their users and the politics of information that form the basis of both exploitation and liberation will be investigated in this course.

The course will be structured as follows:

1. Transformations: new vs. old media, users and non-users.
2. Networking: sharing practices, privacy and surveillance, activism, hacking.
3. Remixing: gaming, gamification, digital literature and art.

### **Literature**

- E-reader.
- Online sources.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Presentation in class, and a final essay of 2500 words at the end of the course.



## ***HUM2030 Media and Technology; Philosophical Perspectives***

### **Course coordinator**

Dr. D. Cressman, Faculty of Arts and Social Sciences, Arts and Literature,  
darryl.cressman@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

### **Prerequisite**

At least one 2000-level Humanities course.

### **Objectives**

- To introduce students to a number of central themes in the philosophy of media and technology.
- To investigate what is at stake in different philosophical methodologies and approaches to media and technology

### **Description of the course**

Discussions about the changes media and technology bring to culture, and whether these are to be judged good or bad, are as old as philosophy itself. Media and technology have always had their 'apocalyptic', critics and their 'utopian'apologists. Examining the ideas of Plato, Kierkegaard, and Marx we will see how these debates have evolved over the centuries. With the rapid development and spread of media and technology in the 20th and 21st century, the debate between these two parties has intensified. Yet we are now beginning to realize that these overarching approaches have limited value when it comes to evaluating media and technology.

In this course, we will concentrate on a number of philosophical approaches that help us understand the relationship between media and technology and our lived experience. We will discuss media theory (McLuhan, Innis, Ong, Kittler) and discuss whether specific technologies and media, like writing and print, provoke structural changes in patterns of thought, action and experience. We will also deal with the critical philosophies of technology in the Marxist tradition (Marcuse), the metaphysical tradition (Heidegger) and the feminist tradition. These topics encourage us to discuss whether the machines that are supposed to serve us, are now turning the tables on us, making us humans their servants. Is technology alienating us from life and from our humanity?

We will then move on to present day philosophy of media and technology that steers away from essentialist condemnations or praises of technology and media. We will address the work of Don Ihde and Peter Paul Verbeek on technological mediation and the hermeneutics of technology. We will examine work that examines the moral aspects of emerging technologies. We will conclude by examining the role that robotics and algorithms play in organizing our sociotechnical world.

### **Literature**

- Readers in Reading Room.
- Books in Reading Room
- Online sources

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Take-home tasks during the course and a final research paper.

## **HUM2031 Cultural Studies II: Visual Cultures**

### **Course coordinator**

V. Spronck, Faculty of Arts and Social Sciences, Philosophy,  
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Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

### **Prerequisite**

At least one Humanities course.

### **Objectives**

- To understand the way in which visual culture is conceptualized in relation to its disciplinary, historical, and theoretical context.
- To evaluate the strengths and weaknesses of different theories of visual culture.
- To select the appropriate theor(ies) and methodological tool(s) for analysis that best suits the material and argument.
- To communicate the way in which different approaches to visual culture mobilize disciplinary points of view using specialized terms.
- To demonstrate awareness of the larger social, political, and sexual issues involved in the academic study of visual culture as it relates to the body/subjectivity.
- To recognize the interdisciplinary nature of visual culture in its historical and contemporary overlap with scientific, artistic, and economic imaginaries.

### **Description of the course**

This course will explore the variety of visual cultures and the theoretical insights garnered by the study of this interdisciplinary field. Straddling cultural studies, art history, museum studies, media studies, performance studies, literary studies, and science studies, the field of visual culture at its most expansive combines theories and methods from across the academy. We will investigate visual cultures from these exciting and challenging (inter)disciplinary perspectives.

The course presents visual culture as a ubiquitous facet of modern life that perhaps more than any other component shapes and informs our understanding of self, society, and the world. Hence, it demands our careful attention and critical parsing of its workings at all levels of daily life. Our foray into the field will include examining the benefits of this inclusive mode of analysis, for instance in the range of objects available for study, as well as the drawbacks, particularly in terms of methodological rigor and the overinvestment in ocularcentric forms of knowledge. The student will be invited to scrutinize their disciplinary assumptions, to develop their toolbox of concepts, and to analyse objects that are rarely considered inside the university.

Starting with an introduction to visual culture, we'll investigate the terms vision, visibility, and image in conjunction with varying conceptualizations of culture. Each subsequent unit will deal with a "site" of visual culture that offers an object of study, a theoretical problem, and an interdisciplinary opportunity. We will study visual cultures from high to low, and examine how these forms are quickly transforming and breaking barriers of category and genre. The principle sites of inquiry traverse fashion, gaming, museum exhibitions, medical imaging, comics, and cinema. The methods from visual culture studies we will experiment with include cultural materialism, psychoanalysis, semiotics, poststructuralism, narratology, phenomenology, affect theory, feminism and cultural analysis.

### **Literature**

- E-reader.
- Nicholas Mirzoeff (2009). *An Introduction to Visual Culture* (second edition). London, Routledge.
- Nicholas Mirzoeff (2012). *The Visual Culture Reader* (second edition). London, Routledge.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A group presentation, and an analytical essay.

## **HUM2043 Film Art**

### **Course coordinator**

Dr. J. Post, Faculty of Arts and Social Sciences, Arts and Literature,  
j.post@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

### **Prerequisite**

None.

### **Objectives**

- A comprehensive and systematic introduction to film aesthetics, including aspects of film analysis, film history, as well as film theory.
- To develop students' abilities to view films critically and thereby deepen understanding of the cinematic experience.
- To teach students to analyze films.
- To learn to write a critical and informed film analysis essay.

### **Description of the course**

This course offers an in-depth examination of the various formal dimensions of film such as cinematography, editing, mise-en-scene, acting, costume and sound, as well as the stylistic use of these techniques in the filmic form and narration. The course departs from watching and analyzing very recent films and offers glimpses into early cinema, Russian Film Montage, Weimar Cinema, neorealism, film noir, recent European Cinema and various aspects of 'world cinema'. We shall be examining, among other topics, broader questions of cinema's relation to history, culture and society. Bordwell and Thompson's introductory film textbook *Film Art. An Introduction* will be used as a handbook.

### **Literature**

#### Mandatory book:

- Bordwell, D., & Thompson, K. (2017). *Film Art. An Introduction*. (11th ed.). Boston: McGraw Hill.

### **Audio-visual material**

- Film viewings, film fragments and instruction videos.

### **Instructional format**

Tutorial group meetings, introductions + film viewing.

### **Examination**

A midterm analysis and a final essay.

## **HUM2044 Philosophy of Language**

### **Course coordinator**

Dr. J. Spruyt, Faculty of Arts and Social Sciences, Department of Philosophy,  
joke.spruyt@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

### **Prerequisites**

HUM1007 Introduction to Philosophy and SKI3002 Argumentation II.

### **Objective**

- To introduce students to the history of philosophical thought concerning language, including the implications of several important theories about language for how we think about *knowledge* and the possibility of making *judgements*.

### **Description of the course**

The philosophy of language is concerned with the role that language plays in thinking, or more specifically: knowing. As such it is closely related to epistemology and philosophic theories on truth. But ultimately, the role of language also turns out to be essential when we make the transition from judgements about the world to moral judgements, i.e. judgements that express how we should act within that world. In this course we will show you how the study of language has been at the focus of interest of philosophers throughout the history of philosophy, and that the way in which the function of language is interpreted, is intimately connected with a philosopher's world view in general. We shall specifically pay attention to the philosophers Frege, Russell and Wittgenstein, but shall also touch upon the works of a variety of other philosophers, such as William of Ockham, David Hume and Immanuel Kant. We shall explore the fundamental properties of language that allow it to be a medium of thought and knowledge. Among these properties are truth, meaning and reference, notions that are closely linked together in what is often called the 'triangle of language'. Developing the skills of thinking philosophically about language will have an impact beyond the immediately related philosophical topics. You will become a more powerful thinker, better prepared to make important decisions and less susceptible to being tricked and manipulated by others.

### **Literature**

- William G. Lycan, G. *Philosophy of Language: A Contemporary Introduction* (New York: Routledge, 2008 [2<sup>nd</sup> ed.])
- A.P. Martinich, *The Philosophy of Language* (Oxford: OUP, 2000 [4<sup>th</sup> ed.])
- A selection of articles/chapters from primary sources.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Papers.

## **HUM2046 *Living in a Technological Culture: Introduction to Science and Technology Studies***

### **Course coordinator**

Dr. A. Jacobs, Faculty of Arts and Social Sciences, Technology and Society Studies,  
a.jacobs@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities & Social Sciences

### **Prerequisite**

None.

### **Objectives**

- To provide an introduction into the social studies of science, society and technology.
- To provide a basis for a critical reflection on our high-tech society.

### **Description of the course**

While modern culture relies heavily on sophisticated instruments, techniques, and systems, most people think that the actual making of science and technology is the exclusive domain of scientists, inventors, engineers, and technicians: people who are fascinated by “how things work” and “making things work”. Those not directly involved in the design or development of science and technology (“users” or “consumers”) are thought to have little interest in the facts, materials, principles, or procedures found in the world of scientists and technicians. The only thing they seem to care about is the use of the scientific output and technology. However, people who do not spend much thought on the making of science and technology commonly do not merit its use serious reflection either. Once things have been made or discovered, our interaction with them is understood to be a straightforward matter. We pick up our mobile phone, make some funny pictures with it, listen to music, twitter some details about what we do and where we are and chat with our friends. We board an airplane, fly from point A to point B, and then we get off the airplane. Although we are surrounded by the results of scientific endeavor and technologies of various kinds, they have become almost invisible and we take them for granted.

However, we live in a technological culture. Technology and science shape society, from the shaping of mobility patterns and gender and sexual identities, to the standardization of practices in health care. Mobile phones have changed what it means ‘to be alone’; organ transplantation has redefined our understanding of life; ‘scientific planning’ has reshaped our policy-making practices. Technologies do not merely assist us in our everyday lives; they are also powerful forces acting to reshape our activities and their meanings. There is, vice versa, a cultural influence on science and technology too. Thus we can only hope to understand science and technology when we acknowledge their socio-cultural base. Historical and comparative studies have shown how different socio-cultural circumstances yield very different forms and contents of science and technology. Science and technology are, finally, also cultures themselves.

In this course we will analyze techno-science as a socio-cultural phenomenon. This course offers an introduction to Science and Technology Studies (STS). It will introduce you to the multiple ways in which science and technology, individuals and institutions mutually shape one another to the benefit and sometimes detriment of society. In this course, we take a “critical” approach to science and engineering. By this, we don’t mean being negative about science nor technology. But like a good movie critic, you will think critically but constructive about aspects of science and technology by focusing on different empirical domains such as human enhancement (e.g. Google glasses, Ritalin, Blade runner), disasters [e.g. Fukushima, Hurricane Katerina], the gene revolution (Monsanto) and the politics of artifacts (e.g. park benches, the UCM building and nuclear plants) while using a set of principles and approaches from the field of Science and Technology Studies.

### **Literature**

- E-reader and material from the UM Library.

### **Instructional format**

Tutorial group meetings, lectures and a video analysis.

### **Examination**

Midterm: a group presentation of the analysis of an episode from Black Mirror SF-series.

Final paper: an individual academic paper.

Participation is part of the grade.

## **HUM2047 The Future of Literature?**

### **Course coordinator**

Dr. B. de Bruyn, Faculty of Arts and Social Sciences, Arts and Literature  
b.debruyn@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

### **Prerequisite**

None.

### **Recommended**

HUM1014 Great Novels 1850 – Present, HUM2022 Digital Media and HUM3036 Narrative Media.

### **Objectives**

- To reflect upon the distinctive features of the contemporary literary field by reflecting critically on the salient themes and forms of contemporary (Anglophone) fiction;
- To introduce students to academic debates on translation and postmodernism, print and post-print media ecologies, human rights and global war, and environmental problems including climate change;
- To familiarize students with concepts such as world literature, post-postmodernism, intermediality, anthropocene and petroculture;
- To introduce students to relevant methodological insights that will enable them to process and respond to current debates in literary studies and contemporary society.

### **Description of the course**

This course examines the multifaceted character of literature at the start of the twenty-first century. As many commentators have argued, the basic features of literary culture seem to be changing. In a world of screens and e-readers, does literature still coincide with print or has it become a more expansive notion that overlaps with other media? Should our conception of literature include the 'quality tv' associated with HBO, for instance? At the same time, contemporary society is changing rapidly too. We now live in a world shaped by Big Data, the war on terror and climate change. That is why the course does not just explore changes in the field of literature but also investigates how fiction is responding to new social questions. Literature continues to play a vital role in public debate, after all, serving 'as an "antenna" ... for a range of opinions, attitudes, and intuitions that have not yet fully congealed in public discourse', as Caren Irr puts it (*Toward the Geopolitical Novel*, 15). More specifically, the course addresses the following themes: 1) translation and the spatial boundaries of contemporary literature, 2) the afterlife of postmodernism and the turn toward history and memory, 3) the intense interaction between literature and other media, especially the internet and 'quality' television, 4) the fictional reflection on war, terror and human rights, 5) literature's response to species extinction and climate change. In the final analysis, all of these topics deal with the future or with different imagined futures, be that the future of English, the future of the past, the future of writing, the future of human communities, and the future of the environment. Differently put, they examine different 'ways of being we', to use a phrase from Peter Boxall's introduction to contemporary literature (177). These topics are the subject of this course.

### **Literature**

- A reader of recent articles and book chapters;
- Handbook: Peter Boxall, *Twenty-First Century Fiction: A Critical Introduction* (Cambridge UP, 2013).

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Presentation, peer feedback on the presentations of other students, exam paper.

## **HUM2050 Topics in European Urban History**

### **Course coordinator**

Dr. B. Rulof, Faculty of Arts and Social Sciences, History,  
bernard.rulof@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

### **Prerequisites**

At least two courses in the field of history.

### **Recommended (for example):**

HUM1013 The Idea of Europe: The Intellectual History of Europe or HUM2007 States and Nations in Europe, from the Middle Ages to the First World War.

### **Objectives**

- To offer an introduction to the discipline of Urban History.
- To study the history of the urban phenomenon in Europe since the Middle Ages until today.

### **Description of the course**

Today, more than half of the world population lives in what is commonly described as cities and towns – concepts which are often vaguely defined. From the first settlements in Mesopotamia onwards, the rise of urban communities has had a great impact upon human life. Consequently, the urban experience draws, and will continue to draw, attention amongst policy makers, scientists from a wide array of disciplines, artists, etc.

Urban history is a field of study that aims to answer some basic questions about the nature of European urbanised societies. This particular 'branch' of History often tends to be multidisciplinary. At least four major approaches exist: a focus on the urbanisation process, urban biography (the history of a particular place), a third approach that deals with numerous themes in the context of cities within an historical framework, and, finally, a more constructivist study of cities which suggests that urban centres have been, and continue to be, shaped by notions of how society at large should be organised. In the latter instance, the argument will be made that urban planning has always been (and still is) – either explicitly or implicitly – informed by social, political and cultural beliefs and preferences. Taking their inspiration from cities such as Berlin, Barcelona, Rotterdam and even Maastricht, some of the assignments in the second part of the course in particular focus upon this complex process.

In subsequent assignments, the above-mentioned approaches will be presented in the context of a discussion of key issues of European urban history. Not only will a variety of European cities be discussed in the course, the study of concrete examples will also help students understand how the urban past of Europe was given shape between the High Middle Ages and today.

### **Literature**

- Peter Clark, *European Cities and Towns 400-2000* (Oxford: Oxford University Press, 2009).
- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

One presentation and a final written examination (essay questions).

## **HUM2051 Philosophical Ethics**

### **Course coordinator**

Prof. dr. M.J. Verkerk, Faculty of Arts and Social Sciences, Philosophy,  
m.verkerk@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

### **Prerequisite**

None.

### **Objectives**

- To help us to live in a better and freer world.
- To reflect upon our own moral behavior in society.
- To explore the most important ethical approaches that are necessary to understand the main societal problems of today and to act adequately.
- To study primary texts of ethics written by the most eminent philosophers of the past millennia.
- To support ethical decision making by analyzing professional practices.

### **Description of the course**

We live in a fast-changing world. We have to make decisions about our study, our social relations, and our future. All these decisions are influenced by the norms and values we have developed in the course of our life. The importance of moral considerations is strongly growing. Nowadays, talk about ethics is everywhere, in the bar, in the boardroom, on the shop floor, on television, and in the journals and daily papers. In this course we will explore the field of philosophical ethics: a scientific reflection about morality.

In the first part of this course, we will study the grand narratives in ethics, examining Aristotelian, Stoic, Christian, Kantian, utilitarian, and postmodern approaches to ethics. We will discuss different questions: What is the nature, role, and foundation of ethics? Is ethics about 'the right thing to do', 'the good life', 'the good man', or all three together? Is there a universal moral framework, or can we only speak about a plurality of approaches? What is the relation between ethics and religion?

In the second part of this course, we will study some key disciplinary approaches in ethics. We will discuss environmental ethics and business ethics. Especially, we will pay attention to the application of the grand narratives in ethics to major problems in our society. We will analyze professional practices to identify different ethical aspects.

### **Literature**

- Mark Timmons, *Moral theory. An Introduction*, 2013, Rowman & Littlefield Publishers, New York.
- Glenn Rogers, *21<sup>st</sup> Century Ethics. An Introduction to Moral Philosophy*, 2012, Simpson & Brook, Estherville.
- E-reader.

### **Instructional format**

Lectures, tutorial group meetings, individual coaching, and a special assignment.

### **Examination**

Participation, presentation of background research, and an essay.



## **HUM2054 Reading Philosophers**

### **Course coordinators**

Prof. dr. M. Doorman, Faculty of Arts and Social Sciences, Philosophy,  
doorman@maastrichtuniversity.nl

Dr. S. Koenis, Faculty of Arts and Social Sciences, Philosophy,  
s.koenis@maastrichtuniversity.nl (corresponding coordinator)

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

### **Prerequisite**

None.

### **Recommended**

HUM1007 Introduction to Philosophy and/or COR1004 Political Philosophy.

### **Objectives**

- To acquaint students with pivotal philosophical texts.
- To help students read primary texts of important philosophers and get intellectual pleasure from it.
- To introduce some classical philosophical problems.
- To become aware of different styles and sorts of philosophy.

### **Description of the course**

In this course well known philosophical texts will be read and analyzed in detail. Reading philosophers, that is, the reading of some of their primary texts is not only a pleasure in itself: most of the more interesting philosophers are also famous stylists. Therefore it is important to read the original texts instead of always relying on handbooks or (internet) encyclopedia to acquaint oneself with the central ideas of philosophers.

Moreover, there is a lot to learn from reading philosophers themselves, to see how they position themselves in the tradition of philosophy and in the contemporary intellectual debate, to determine what interesting problems are, and how one could go about searching for some answers or even solutions.

Reading philosophers themselves also has merit for another reason: it turns out that philosophers use a variety of writing styles and publication media like a scientific treatise, a monograph, an essay, a collection of aphorisms or a novel. And last but not least: they provide the best introduction into some of the classical philosophical problems like: What can we know? How should we evaluate? What is justice? Is there something like moral sense?

In the course we single out a group of 6 philosophers (with reservation): Plato, Spinoza, Voltaire, Schopenhauer, Wittgenstein and Margalit. They are responsible for some of the best philosophical work that has been produced in the western tradition.

### **Literature**

- Plato, *The Republic*, Book VII 514a-520a (The allegory of the cave) and Book VIII.
- Benedict de Spinoza, *A Theologico-Political Treatise (and A Political Treatise)*.
- Voltaire, *Candide, or, Optimism*. Orig. *Candide ou l'Optimisme*.
- Arthur Schopenhauer, *On the Freedom of the Will* (except the fourth chapter). Orig. *Preisschrift über die Freiheit des Willens*.
- Ludwig Wittgenstein, *Philosophical Investigations*. §§ 1-108.
- Avishai Margalit *The Decent Society*, Part III. Decency as a social concept. Harvard University Press, Cambridge (Mass.) 1996, pp. 115-186.

### **Instructional format**

Tutorial group meetings, including lectures.

### **Examination**

Participation and two papers: a midterm essay and a final essay at the end.

## **HUM2056 Cultural Remembrances**

### **Course coordinator**

Prof. dr. habil. U.Brunotte, Faculty of Arts and Social Sciences, Arts and Literature,  
u.brunotte@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

### **Prerequisites**

HUM1003 Cultural Studies I or HUM2003 The Making of Crucial Differences, and some knowledge/interest in close reading of literary texts.

### **Objectives**

- To familiarize students with some of the key theoretical and methodological approaches within cultural memory studies: Halbwachs, Warburg, Nora, Assmann, Erll, Rigney.
- To provide students with an introduction into trauma (theory) and memory.
- To teach students close reading of literary texts and analyze literary strategies, styles and narrations of remembrance and trauma.
- To teach students to analyze literature as *ars memoriae*, reconstruct the interaction of memory imagination and poetic imagination: memory in literature and memory of literature.
- To introduce students to Aby Warburg's theory of the "memory of images" and pathos formulas
- To enable students to identify and analyze the role of gender in constructions of cultural remembrance of the Holocaust.
- To introduce students to the (political) debate and the post-colonial dimension around the paradigms of archive and repertoire as concepts of cultural memory.
- To analyze debates connected to contested memorial monuments, competing victim memories and "multidirectional memory" (Rothberg)

### **Description of the course**

Taking its cue from the current focus of the humanities on practices of collective cultural remembrance, the course focuses on literature as narrative and performative medium of memory. Literature fulfils a crucial role in recreating aspects of the past in the present. But is there a difference between 'memory in literature' and 'memory of literature'? Without remembrance and representation, cultural and individual life would be impossible; the same counts for cultural oblivion: total recall would mean madness. Not only individuals, but also social groups and nations as a whole construct their identities by re-appropriating and 'inventing' the past. Here memory and identity politics merge. The course will introduce central theories of memory and remembrance. Around 1900, the sociologist Maurice Halbwachs and the art historian Aby Warburg independently developed theories of "collective memory". Yet, it was not until the 1980s that Pierre Nora's *lieux de mémoire* and Jan and Aleida Assmann's concept of Cultural memory made memory studies resurface. Moreover, cultural remembrance depends entirely on processes of (re-)mediation. That is where literature, rituals, and the arts enter the field. Beginning with modern authors like Marcel Proust and Edgar Allan Poe, the theoretical texts will be accompanied by close readings of literary texts that shed light on the poetical creation of remembrance. With regards to literary analysis it is important to define the way in which remembrance and poetic imagination interact. Memory studies started within Holocaust studies at the very moment when the generation of survivors passed away. Therefore, research in trauma and remembrance has taken centre stage. The course follows a genealogical approach to the "trauma paradigm" in memory studies. It refers back to Sigmund Freud's theory of "traumatic neurosis" and connects it with new approaches in trauma theory. It will focus on the question of how traumatic experiences have been expressed and represented in modern literature. Our central example is Kurt Vonnegut's novel *Slaughterhouse 5* (1969). The course connects questions of cultural remembrance and trauma experience via literary narration, style, and intertextuality. Its focus on the role of gender in memory draws attention to the relevance of body images and gender myths for the construction of narrations and images of the past. A post-colonial dimension will be added when we take a close look at the debate around the contested concepts of archive and repertoire in memory studies. If we link the performative repertoire to cultural memory, we will have to go beyond the long established Western model of memory as a fixed, mostly written "storehouse" of the past. If we take repertoire into account, we will have to consider and acknowledge embodied, sensual remembrance, narrated oral memory and gestural ritual repertoires as equal to texts, monuments and objects.

**Required Literary Texts and Films**

- Erll, Astrid. *Memory in Culture*. London: Palgrave Macmillan, 2011.
- Vonnegut, Kurt. *Slaughterhouse-Five, or The Children's Crusade* (1969). New York: Random House, 1991.
- *Gadjo Dilo*. Movie by T. Gitlif, 1997 (on youtube available with English subtitles).

**Instructional format**

Lectures, tutorial group meetings and film viewings.

**Examination**

In-class presentations and a final analytical essay (3500 words), doing a conceptual analysis or applying the concepts discussed to Kurt Vonnegut's novel or to the film. Every student has three options (electives).

## **HUM2057 Religion and Secularization**

### **Course coordinator**

Dr. M. Kardaun, Faculty of Arts and Social Sciences  
m.kardaun@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

### **Prerequisites**

HUM1007 Introduction to Philosophy *or* HUM2008 Ancient Philosophy *or* HUM2021 Medieval Civilization *or* COR1002 Philosophy of Science *or* HUM2055 History of Psychology.

### **Objectives**

- To familiarize students with the academic study of religion as a cultural phenomenon against the background of a secularizing world.
- To provide an insight into key ideas, themes and arguments on the nature, function, and politics of religion.

### **Description of the course**

The course provides a broad approach to religion as a cultural phenomenon. It focuses on the following groups of questions and topics:

#### **1. Defining religion**

What is religion about? How does religion differ from the sciences and the arts? What do secularization processes involve? In this part of the course we will look into some significant philosophical perspectives on the nature of religion and secularism.

#### **2. On the contents of religion**

We will briefly consider the most important characteristics of the major world religions. Against this background we will discuss a number of key narratives and themes from the Judeo-Christian heritage, taken from the Hebrew Bible and the New Testament (such as the creation story, book of Job, death and resurrection of Christ, epistles by Paul).

#### **3. On the politics of religion**

The last part of the course will look at the role of religion and religious institutions within political power structures, ranging from the Vatican to the Middle-East.

### **Literature**

- Immanuel Kant, *Religion within the Bounds of bare Reason* (1793)
- Friedrich Nietzsche, *The Antichrist* (1895).
- Sigmund Freud, *The Future of an Illusion* (1927).
- C.G. Jung, *Answer to Job* (1952).
- Karen Armstrong, *A History of God: The 4,000-Year Quest of Judaism, Christianity, and Islam* (1993).
- Ole Wæver, *Fear and Faith: Religion as an International Security Issue* (2006).
- Maria Kardaun, *Fighting the Angel* (2011).
- Frans de Waal, *The Bonobo and the Atheist: In Search of Humanism among the Primates* (2013)

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A midterm (analytical) paper devoted to philosophical perspectives on religion; a final research paper devoted to a topic to be chosen by the student; a presentation about the research paper.

## **HUM3019 Totalitarian Temptation**

### **Course coordinator**

Dr. P. del Hierro, Faculty of Arts and Social Sciences, History,  
pablo.delhierro@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

### **Prerequisites**

At least two of the following courses : HUM1013 The Idea of Europe: The Intellectual History of Europe, COR1003 Contemporary World History, HUM2007 States and Nations in Europe, from the Middle Ages to the First World War.

### **Objective**

- To introduce students to the general theories on totalitarianism and familiarize students with various 20th century totalitarian regimes and movements.

### **Description of the course**

This course is a history course that will study 20th century totalitarianism over a broad front. Attention is paid to both theories on totalitarianism as on totalitarian movements and regimes during the previous century. All the different variants of totalitarianism will be studied: national socialism in Germany, fascism in Italy, as well as communism in the Soviet Union and Eastern Europe. Postwar phenomena such as right-wing extremism, populism, and Apartheid in South Africa will be given attention as well. In each case we will see whether and in how far the different forms of totalitarianism can be understood from the perspective of the different theories about it. Special attention is given to the 'politics of memory' - collective remembrance and historical writing - and problems related to political transformation processes in various countries (Germany, Eastern Europe, South Africa).

### **Literature**

- Todorov, T. (2003). *Hope and Memory. Lessons from the Twentieth Century*.
- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Mid-term paper and take home exam at the end of the course.

## **HUM3029 Literature and Psychology**

### **Course coordinator**

Dr. M. Kardaun, Faculty of Arts and Social Sciences, Arts and Literature,  
m.kardaun@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

### **Prerequisites**

SKI2084 Writing in an Academic Context: Improving Argumentation and Style.

### **Recommended**

HUM1007 Introduction to Philosophy

### **Objectives**

- To introduce depth psychological literary criticism.
- To help students develop their sensitivity for depth psychological dimensions that works of art and literature may have.
- To provide the means to distinguish adequate literary interpretations from less adequate ones: on what reasonable grounds, if at all, can we decide that one (depth psychological) interpretation of a work of literature does more justice to the text than a competing one?

### **Description of the course**

In the first part of the course students will become familiar with the basic elements of psychoanalysis (Freud) and analytical psychology (Jung). Special attention will be paid to depth psychological theories on art and literature.

In the second part we shall read a number of widely diverging depth psychological interpretations of literary texts, such as Sophocles's *Oedipus rex*, Saint-Exupéry's *Le petit prince*, Goncharov's *Oblomov*, Emily Brontë's *Wuthering Heights*, Robert Louis Stevenson's *Strange Case of Dr Jekyll and Mr Hyde*, several fairy tales, myths, poems, and short stories.

The last part of the course is devoted to some epistemological aspects of depth psychological literary criticism. We will go into three main questions: What types of rules are to be observed when interpreting literary texts? To what extent does depth psychological literary criticism qualify as an academic discipline? And, finally, to what extent do depth psychological theories like psychoanalysis and analytical psychology qualify as academic disciplines?

### **Literature**

- Bruno Bettelheim, *The Uses of Enchantment* (2nd, 1991).
- Umberto Eco, *The Limits of Interpretation* (2nd, 1991).
- Marie-Louise von Franz, *Puer aeternus* (3rd, 2000).
- Sigmund Freud, *Creative Writers and Day-Dreaming* (1908).
- C.G. Jung, *Psychology and Literature* (1930).
- Karl Popper, *Conjectures and Refutations, the Growth of Scientific Knowledge*. London: Routledge. (1963).
- Adolf Grünbaum, *The Foundations of Psychoanalysis. A Philosophical Critique* (1984).

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Presentation and a final paper.

## **HUM3034 World History**

### **Course coordinator**

Prof. dr. L. Boon, University College Maastricht,  
louis.boon@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

### **Prerequisites**

Any course in history or sociology, COR1003 Contemporary World History, or SSC1003/SSC2065 Theories of Social Order.

### **Objective**

- To understand some of the major issues and episodes that have shaped the history of mankind. The focus will be on themes and topics that have had or are still having long term influences on historical development.

### **Description of the course**

Flowing from this objective, the course deals with the over all history of mankind, and a number of the decisive transformations involved in that history.

What sort of creatures are we? How have we evolved from and lived before we became homo sapiens? What sort of animals are our ancestors?

Important topics nearer in time are the agricultural and industrial revolutions. The agricultural or neolithic revolution has changed us and the world permanently. In a relatively brief period we went from hunting and gathering to tilling the soil and domesticating plants and animals. Why and how did we do this? Since the agricultural revolution our numbers have multiplied beyond comprehension. Societies became increasingly complex and stratified.

The industrial revolution lifted everything to a new unprecedented plane. A type of society arose, driven by industrial innovation and run on fossil fuels. We are still living in that kind of society today, so it is interesting to know how it came about.

The course will also deal with topics like the role of war, disease, religion, worldviews and finance in shaping history. Take disease. Their ways of life brought men in contact with all sorts of diseases. Especially after the agricultural revolution we had to adapt to diseases we caught from our domesticated animals. We still have to do this. Look at present day threats like bird flu. Living in some form of armed peace with diseases has always been a major characteristic of societies. How did we do this?

Finally the course also touches upon the 'Rise of the West'. The contentious rise of Western Europe and North America as a dominant factor in worldhistory over the last 5 centuries will be the closing topic of the course.

### **Literature**

- Material will be handed out at the beginning of the course.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Paper and final exam with open questions.

## **HUM3036 Narrative Media**

### **Course coordinator**

Prof. dr. A. Swinnen, Faculty of Arts and Social Sciences, Arts and Literature,  
a.swinnen@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities

### **Prerequisites**

At least two 2000-level courses in the Humanities or Social Sciences.

### **Objectives**

- To familiarize students with the methods of narratology (the study of storytelling) and important theories revolving around narratology.
- To analyze different media such as literature, paintings, photographs, comics, film, film music, digital literature and computer games.

### **Description of the course**

The first part of the course introduces main concepts from narratology, such as story, discourse, authorship, and narration. In addition, students will learn the differences between a structuralist and a postclassical approach to narratology.

During the second part of the course, narrativity in different media will be subject of investigation. We ask how different media construct stories and to what extent these stories are medium-specific. The media under study are the short story, the fixed image and series of images, comics, film, hyperfiction and digital games. For students with particular interest in literature, the *Handbook of Narrative Analysis* (2005) will be most instructive, while *Narrative across Media* will be most useful to students who are more oriented towards other media. We will read chapters from both books in this course as well as other literature that addresses the narrativity of media.

The final essay has to show that students are able to apply the methods introduced during the course to a case study they are free to choose. Examples are the novel *House of Leaves*, the short story collection *Olive Kitteridge*, the comic *Deadpool* and its film adaptation, the graphic novel *Persepolis*, the film *5x2*, and the game *L.A. Noire*. As this is a course in the humanities, an approach to storytelling from the social sciences or psychology is only possible in comparison to methods from the humanities.

### **Literature**

The following handbooks are the most crucial:

- Herman, L. and Vervaeck, B. (2005). *Handbook of Narrative Analysis*. Lincoln: University of Nebraska Press.
- Ryan, M.-L. (2004). *Narrative across Media*. Lincoln, London: University of Nebraska Press.

We will also make use of excerpts from other sources, such as:

- Hutcheon, L. with S. O'Flynn (2013). *A Theory of Adaptation* (second edition). New York: Routledge.
- McCloud, S. (1993). *Understanding Comics: The Invisible Art*. New York: HarperCollins.
- Ryan, M.-L. (eds.). *Intermediality and Storytelling*. Berlin: de Gruyter.
- Verstraten, P. (2009). *Film Narratology*. Toronto: University of Toronto Press.

### **Instructional format**

Tutorial group meetings, lectures, and film screenings.

### **Examination**

A short presentation (20%), participation and tutor performance (20%), and a final essay of 4,500 words (60%).



## **HUM3040 Crucial Differences in the 21st Century**

### **Course coordinator**

Dr. L. van den Hengel, Faculty of Arts and Social Sciences, Centre for Gender and Diversity,  
l.vandenhengel@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

### **Prerequisites**

HUM2003 The Making of Crucial Differences (strongly recommended!) or another relevant 2000-level course in the Humanities or Social Sciences.

### **Objectives**

Upon completion of this course students are able:

- To examine how contemporary configurations of gender, sexuality, race/ethnicity, and other 'crucial differences' structure contemporary cultural discourses and practices, as well as social and individual identities and institutions.
- To identify and take part in topical academic and societal debates within contemporary gender and diversity studies.
- To explain how multiple identities and experiences of difference and inequality interact by adopting intersectionality as a critical theory and method.
- To apply the analytical and critical skills needed to examine the dynamics through which identity and difference, inclusion and exclusion, equality and inequality are continuously produced and reproduced.
- To construct an effective research design for an undergraduate research paper within the field of gender and diversity studies.

### **Description of the course**

This course considers a variety of contemporary configurations of gender, sexuality, race/ethnicity, class, age, religion, and other categories of difference. You will learn to examine the way in which these 'crucial differences' are constituted in the late twentieth and early twenty-first century, as well as to analyze the ways in which they function on social, cultural, political, and symbolic levels. The emergence of the various social movements during the 1960s and 1970s, such as the women's movement, the civil rights movement, and gay and lesbian liberation, and their lasting impact on society today, serves as a starting point of the course. We will examine how these diverse movements have shaped and reshaped the form and content of the identity of various minority groups on individual and collective levels. Special attention will be directed to the notion of intersectionality, which refers to the interaction between multiple categories of difference in cultural, social and individual practices, and the effects of these interactions in terms of power and inequality.

Subsequently, we will take a closer look at the complexity of such multiple differences and inequalities by tracing the entangled workings of gender, sexuality, race/ethnicity, class, age, and religion through a variety of topical cases. We will look at the way in which such categories realign in various contexts of crisis and conflict, ranging from the late twentieth century wars in Rwanda and the former Yugoslavia to the complex force-fields of (neo-)nationalism, populism, and xenophobia today. We will examine the rapidly shifting status of the human body in technologically advanced societies, zooming in, for example, on the role of cosmetic surgery as a 'technology' of gender, race, and class. We will theorize and analyze the complex relations between norms of gender and sexuality in the structuring of contemporary performances of identity in a variety of social, cultural, and institutional environments. We will critically examine contemporary constructions of whiteness and the role of race in the construction of national identity. We will direct special attention to the emergence of sexual nationalisms across and beyond Europe today, focussing on the prominent place that women's sexual liberation and gay rights occupy in contemporary debates about Islam and multicultural citizenship.

As these cases indicate, the course draws on a variety of geographical and cultural locations and contexts. Diversity is also exemplified in the interdisciplinarity that characterizes gender and diversity studies as a scholarly field. The texts used in this course draw on theories and methods from disciplines such as philosophy, sociology, anthropology, and cultural studies, as well as from the fields of feminist theory, postcolonial theory, and queer studies. Through critical inquiry into concrete cases as well as major texts - including modern classics in the field such as Judith Butler's *Gender Trouble* and Joan Scott's *The Politics of the Veil* - this course dynamically re-conceptualizes the intersections between the various 'crucial differences' by examining the multiple ways in which processes of identity and difference, inclusion and exclusion, equality and inequality are produced and reproduced in ongoing flows of negotiation and transformation.

### **Literature**

- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Midterm take home exam and final research paper.

## **HUM3041 Shakespeare on Screen**

### **Course coordinator**

Dr. J. de Roder, Faculty of Arts and Social Sciences, Arts and Literature,  
j.deroder@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

### **Prerequisites**

At least two 2000-level courses in the Humanities.

### **Objective**

- To learn to read Shakespeare's plays within different interpretative traditions and to reflect on screen adaptations of these plays within the conceptual framework of these traditions.

### **Description of the course**

The course will start with a general introduction to Shakespeare, his plays, his world, and his reception through the ages, with special attention to Hamlet, King Lear, Macbeth, and Othello. We will study classic interpretations of these plays (contemporary, romantic, the twentieth century – from psychoanalysis to poststructuralism) and confront these interpretations with famous screen adaptations (Laurence Olivier, Roman Polanski, Kenneth Branagh, Orson Welles, Grigori Kozintsev, etc.).

### **Literature**

- Jackson, R. (2000). *The Cambridge companion to Shakespeare on film*. Cambridge University Press.
- Rothwell, K.S. (1999). *A history of Shakespeare on screen. A century of film and television*. Cambridge University Press.

### **Instructional format**

Tutorial group meetings, lectures and video presentations (including discussion).

### **Examination**

An essay and a presentation of the essay (using video).

## **HUM3042 Biopoetics: An Evolutionary Approach to Art, Literature, Music and Religion**

### **Course coordinator**

Dr. J. de Roder, Faculty of Arts and Social Sciences, Arts and Literature,  
j.deroder@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

### **Prerequisites**

At least two 2000-level courses in the Humanities or at least two 2000-level courses in the Sciences.

### **Objective**

- To be able to evaluate and apply Darwinist approaches to practices in art, literature, music and religion.

### **Description of the course**

Students will familiarize themselves with the basic concepts of evolutionary theory in order to be able to evaluate the controversies and debates within the framework of a Darwinist perspective on practices in art, literature, music, and religion. Several themes will be discussed, such as: the mating mind; artistic universals; human nature: blank or pre-wired; the sound and rhythm of poetry; the science of art; the origins of music; grooming, gossip, and the novel; art as adaptation vs. art as 'cheesecake' for the mind; rituals in religion, etc.

### **Literature**

- Charlesworth, B., & Charlesworth, D. (2003). *Evolution: A very short introduction*. Oxford University Press, Oxford.
- Carroll, J. (2004). *Literary Darwinism: Evolution, Human Nature, and Literature*. London: Routledge.
- Gotschall, J., & Wilson, D.S. (2005). *The Literary Animal: Evolution and the Nature of Narrative*. Northwestern University Press.
- Turner, M. (2006). *The Artful Mind: Cognitive Science and the Riddle of Human Creativity*. Oxford University Press.

### **Instructional format**

Tutorial group meetings, lectures and video viewings (documentaries).

### **Examination**

An essay and a presentation of the essay.

## **HUM3043 Acts of Literature: The Role of prose, Poetry and Plays in a Changing World**

### **Course coordinator**

Dr. J. de Roder, Faculty of Arts and Social Sciences, Arts and Literature,  
j.deroder@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities & Social Sciences

### **Prerequisites**

At least one relevant 2000-level course in the Humanities or at least one relevant 2000-level course in the Social Sciences.

### **Objective**

The main aims of this course are:

- to acquaint the students with the history of ideas on possible functions of literature.
- to introduce students to periods of societal change in western and non-western societies and the role of literature played in it.
- to provide the students with analytical tools for contextualizing (historicizing, situating, comparing) the case studies in the course.
- to teach the students to present their own case studies as possible contributions to the course of the next year's edition.

### **Description of the course**

As stated in Eleonora Belfiore's and Oliver Bennett's *The social impact of the arts: An intellectual history* (2008) the question of what the function of literature could be or should be produced from Aristotle on many answers that could roughly be grouped under the following overarching concepts: **catharsis** (emotional, didactical, or intellectual), **personal well-being** (literature as therapy, play, or experience), **education and self-development** (basically the humanist's view of literature as, in Stephen Spender's words, 'central medium for the realization of man's search for significance in life'), **moral improvement and civilization** (French Enlightenment, Kant, Martha Nussbaum), **political instrument** (Brecht, social realism, nazi and fascist literature, feminist, postcolonial, and minority literature, often also in the sense of the unmasking of literature as vehicles for accepting hierarchies in society: Orwell, Foucault, Said, the Frankfurt School), **social stratification** (Weber, Simmel, Bourdieu), and the **rejection** of any of these functions, of instrumentalising literature (Kant again, *l'art pour l'art*).

Against the backdrop of this theoretical discourse on the functions of literature and the recent merging of the functions of education and moral improvement for the benefit of democracy, the course's focus is on concrete 'acts of literature': cases in which prose (novels and stories as well as literary essays), poetry, or plays played a formative role in societal change or were regarded as the voice of this. In the two weekly group meetings the first will focus on one piece of literature which will be analyzed as an 'act of literature' in the context of societal change (Goethe, Toni Morrison, Achebe, Woolf, Orwell, Arthur Miller, Harriet Beecher Stow, Harper Lee, Primo Levi), the second will focus on a particular period of societal change and the literature that played a vital role in this: the aftermath of both World Wars, the Sixties, the 'roaring nineties', the early German romantic period (here especially poems, stories, and literary essays are discussed).

### **Literature**

- E-reader

### **Instructional format**

Tutorial group meetings

### **Examination**

An essay and a presentation of the essay proposal

## **HUM3045 Distributive Justice in Contemporary Political Philosophy**

### **Course coordinator**

Dr. T. Dekker, University College Maastricht,  
teun.dekker@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities & Social Sciences

### **Prerequisite**

COR1004 Political Philosophy.

### **Recommended**

HUM1007 Introduction to Philosophy and/or HUM2051 Philosophical Ethics.

### **Objectives**

- To examine some recent developments in political philosophy in the field of distributive justice.
- To engage with the work of today's leading political philosophers in this field and critically evaluate their arguments.
- To discover one's preferred conception of justice.

### **Description of the course**

Distributive Justice concerns the morally correct way of distributing the burdens and benefits of social cooperation among citizens. In the wake of the publication of John Rawls's monumental *A Theory of Justice*, there has been an explosion of political philosophizing about this issue, one that continues to this day. This course will examine the work of some of today's most prominent political philosophers working in the field of justice. In doing so we will study several topics that are related to some of the issues discussed in COR1004 (Political Philosophy). As such the course is designed to be a sequel to that course, and familiarity with the concepts and authors discussed in that course is presumed.

Having said that, this course is distinctive in several respects. First of all, the course will strictly focus on debates within academia, rather than hot political debates within the wider community. Secondly, the course will exclusively use original primary texts, i.e. original scientific articles and book chapters. Thirdly, the course will be particularly concerned with the construction and evaluation of the minutia of argument. We will be looking at the strengths and weakness of the arguments presented for certain ethical claims and positions, with the aim of figuring out whether we agree with them, and to determine what our own conception of justice is.

### **Literature**

- E-Reader containing contemporary papers and chapters.

### **Instructional Format**

Tutorial group meetings.

### **Examination**

A final paper presenting the student's considered views on the question of distributive justice, and a critical review of one of the articles discussed.

## **HUM3049 Science, Power and the Construction of Facts**

### **Course coordinator**

A. Mitzschke, Faculty of Arts and Social Sciences, Department of Technology and Society Studies,  
andreas.mitzschke@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities & Social Sciences

**NB:** This course was formerly known as HUM3409 Social Studies of Scientific Knowledge Production as well as HUM3046 Living in a Technological Culture II: Science in Action.

### **Prerequisite**

HUM2046 Living in a Technological Culture: Introduction to Science and Technology Studies.

### **Objectives**

By the end of this course students should be able:

- To describe the contemporary challenges and dynamics of knowledge production in the sciences.
- To identify the complexities of how scientific knowledge is distributed and communicated in society
- To critically analyze 'common sense' views of the making and use of scientific claims.

### **Description of the course**

Science is the system of knowledge production through which truths are constructed in much of Western societies, and as a consequence is an incredibly powerful institution that requires critical examination. At the same point in time, significant contemporary movements of "alternative facts" (Conway 2017) and "post-truth politics" are underway (Roberts, 2010). What is the relationship between these two phenomenon, and how is power enacted through the establishment of "facts"? In order to understand the power Science enacts in its production of "facts" this course looks to the social, cultural, historical, political, and economic contexts through which science is practiced and scientific knowledge is circulated through society. In doing so we will take a closer look at the production and dissemination of technoscience outputs, and will study science in action in its immediate environment as well as in its role and position in society. To do so we consider science and its scientists as 'a tribe'. To take this idea seriously we need to critically analyze notions of objectivity, expertise, commercialisation, integrity, and credibility that are central to scientific knowledge production. This perspective will help us to understand how science operates in today's complex world. To gain insight in science we zoom in on the organization of knowledge production and its collaborative character. We also study processes in which credible facts are established and published. Furthermore, this course also pays attention to the integrity of science and in particular its grey areas. Beside the immediate context in which scientific facts are established (i.e. the lab), the course also takes into account the wider socio-economic context in which science operates. This involves not only the commercialization of science, but also the way its promises and expectations are related to our hopes and fears. Finally, you will gain insights into the way the cultural-historical contexts affects the interpretation of facts. It is along these lines that we enter the world of the scientists. Based on discussions and analyses of these topics the course aims to make you reflect critically on 'common sense' views of the making and use of scientific claims. Besides tutorial meetings, the course also involves lectures, discussion meetings, video analysis, and a visit to a scientific lab for an interview.

### **Literature**

- E-Reader containing diverse academic journal articles.

### **Instructional format**

Tutorial group meetings, lectures, and a visit to a scientific lab/ or interview with a scientist.

### **Examination**

Participation in and preparation of tutorial meetings, an individual paper and individual presentation.

## **HUM3050 A Cultural Critique of Our Aging Society**

### **Course coordinator**

Prof. dr. A. Swinnen, Faculty of Arts and Social Sciences, Maastricht University  
a.swinnen@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities & Social Sciences

### **Prerequisite**

A 1000- or 2000-level course in humanities or social sciences, for instance HUM1003 Cultural Studies I: Doing Cultural Studies, HUM2003 The Making of Crucial Differences, SSC1029 Sociological Perspectives or SSC1003/2065 Theories of Social Order.

### **Objectives**

- To understand age as an identity category that intersects with other categories like gender, sexuality, disability, and ethnicity.
- To distinguish between multiple, disciplinarily-influenced ways of defining 'age' including chronologically, functionally, subjectively, and culturally.
- To recognize ageist discourses (cf. the reduction of aging to physical and mental decline) and practices and to reflect on attitudes towards age.
- To distinguish between realistic concerns and the alarmist hype surrounding global population aging.
- To understand different methods that are implemented in aging research, ranging from visual analysis to ethnographic approaches.

### **Description of the course**

If you have enjoyed courses in crucial differences, cultural studies, and identities, this course will be another eye-opener. It focuses on age as identity marker and is set up in true interdisciplinary fashion encompassing perspectives from economy, history, the arts, globalisation and gender studies amongst others. If you believe aging is a far removed from your personal sphere – think twice and continue reading!

Headlines everywhere tell us that ours is a graying world and that population aging will be a defining influence on our twenty-first century, radically affecting public health and national economies. These demographic predictions—the result of the trends of declining mortality and increasing longevity—are typically accompanied by dire warnings of the challenges ahead: unsustainable pension systems which will encumber younger generations, the critical need for more caregivers and more resources to care for the increasing numbers of those who are frail and dependent, concerns about maintaining technological progress and competitive workforces with an aging labor force, etc. Rarely are such numbers presented in terms of the possible benefits that population aging might bring, such as in experienced leadership, informal caregiving, and a more flexible labor force less hampered by child care. Also often excluded from these projections is any sense of what life is actually like for the diverse millions of people who grow into old age. How do we know what these numbers will mean for our economies, our social structures, our loved ones, and ourselves? To begin to address that question, we need to understand better what it means to grow old in the twenty first century and how this meaning may have developed or changed over the course of history or be differently shaped by national and transnational cultures. Also, it requires research into the many images and stories of aging that circulate in popular culture and influence the way we think about older people. This, then, will form the heart of the inquiry we will make in this course. We will explore what aging is and means from different disciplinary, historical and (trans)national perspectives, examining the concerns raised about aging societies and the causes and consequences of ageism, which is prejudice or discrimination based upon a person's age.

Aging is a topic that we all have a stake in. On one level, this stake is very personal. If we live the long lives we desire, we will all become old, whether or not the label "old" is one we fear or desire. On a larger scale, the concerns of population aging cross every discipline and ageism pervades all parts of our social and personal lives, even when we don't recognize it. Whatever occupation you pursue, a deeper understanding of aging will have relevance. This course will prepare you to engage critically in the current and future debates about our aging society and to interrogate your hopes and fears for your own aging experiences. Theoretically and methodologically, this course is part of diversity studies as it adds the category of age to other identity markers, such as gender, sexuality, class, ethnicity, and religion.

### **Literature**

- E-reader containing excerpts from books and relevant journals.

### **Instructional format**

Tutorial group meetings, (guest) lectures, and a feed-back session in relation to the final paper.

### **Examination**

The assessment of this course is based on (1) classroom participation and your performance as discussion leader, (2) a presentation, and (3) a final paper.

## ***HUM3051 Medical Humanities: Bodies & Minds, Histories of the Normal and the Pathological***

### **Course coordinator**

Dr. R. Houtepen, Faculty of Health, Medicine and Life Sciences. Department Health, Ethics & Society, r.houtepen@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities & Social Sciences

**NB:** This course is highly interdisciplinary (philosophy, history, cultural studies, medical anthropology & sociology, several branches of medicine). It is situated at the crossroads of Social Sciences, Humanities and Science.

### **Prerequisite**

COR1002 philosophy of science

### **Objectives**

- To gain knowledge of different influential conceptions of 'body' and 'mind', 'healthy' and 'sick', 'normal' and 'pathological', 'regular' and 'deviant'.
- To gain understanding of how cultural, social, economic, legal, scientific and religious contexts play a role in the construction and consequences of these distinctions.

### **Description of the course**

Medical humanities acknowledge that instead of being fixed entities, health and illness are constantly changing, ambiguous phenomena. What is called healthy (sane) or ill (insane) depends indeed on a large variety of issues and dynamics: cultural, socio-economical, and religious aspects; moral system; legal system; science; technology; art and media etc. This course approaches the question of health and illness through a philosophical, anthropological and sociological exploration of "bodies" and "minds". Through a historical and cross-cultural perspective it will discuss various concepts of body and mind. We will discuss how and why some bodies and minds are considered as normal and others as abnormal or pathological. For this we will draw on scientific, social, cultural and economic contexts, but also on how bodies and minds are represented in art and (popular) culture. Cases include cosmetic surgery; the modern hospital; boxing in the ghetto; organ transplantation; depression; menopause; prostheses in Paralympic athletes; medical imaging technologies; the war on cancer; depression.

### **Literature**

- E-Reader. (Articles that are not included in the E-Reader will be made available for photocopying during the course). A book on a special topic in this field, selected by you from a list offered.

### **Instructional format**

Tutorial group meetings and lectures. Additionally, field visits to sites such as the anatomical cutting room.

### **Examination**

Participation tutorials and field visits; Midterm book review and presentation; End term essay and presentation.



# ***Sciences (SCI)***

## **SCI1004 Introduction to Chemistry**

### **Course coordinator**

Dr. B. Blom, Faculty of Humanities and Sciences, Maastricht Science Programme,  
burgert.blom@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

**NB:** This course is aimed at students who have never taken chemistry or have only taken basic level chemistry. It is strongly suggested that students who took chemistry in high school consider taking SCI2017 directly.

### **Prerequisite**

None.

### **Objectives**

- To teach the first principles of organic and inorganic chemistry for future students in medicine, biology and molecular life sciences, in such a way that they can apply these concepts to solve typical chemical and biomedical problems.
- To give you the ability to recognize chemical compounds and to understand their basic physical and chemical properties.
- To enable you to understand the basic physical chemistry of fundamental importance to most natural processes, such as thermodynamics, acid-base behavior, kinetics, and electrochemistry.
- To provide the basic knowledge for further advanced courses in chemistry, biochemistry and the life sciences.

### **Description of the course**

The emphasis of this course will be on a number of essential topics in modern chemistry. The course will start with a close look at the structure of atoms and their place in the periodic table, followed by an examination of the properties of various types of chemical bonds, ending with a discussion of chemical reactivity. The topics covered in this course cover the characteristics of gases/liquids/solids, thermodynamics, reaction kinetics, acid-base chemistry, electrochemistry, and chemical bonding theory. The concepts that are learned are applied to biochemical examples. Basic knowledge of chemistry is important in a wide variety of disciplines, ranging from (life) sciences and medicine to management, economics and governance studies.

### **Literature**

- To be announced.

### **Instructional format**

Tutorial group meetings and lectures. The course will incorporate Problem-Based Learning (PBL) but the students will also be expected to cooperatively solve more structured learning assignments based on exercises, during tutorial sessions.

### **Examination**

Student evaluation will be based on 1) a midterm examination, 2) a final examination, 3) the contributions to the tutorial group.

## **SCI1005    *The Digital Enterprise***

### **Course coordinator**

Prof. dr. A.F. Harmsen & Dr. M.P.M. Vluggen, School of Business and Economics, Accounting and Information Management,

f.harmsen@maastrichtuniversity.nl, m.vluggen@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences & Social Sciences

**NB:** This course was formerly known as SCI1005 The Information Society. The course is an introductory course to the Information Sciences curriculum, providing an overview of topics related to the use, embedding and management of information and information technology. The emphasis will be on the organizational (enterprise) context, but we will also touch upon the broader societal impact of information technologies.

### **Prerequisite**

None.

### **Objectives**

- To introduce students to the role of data, information and knowledge in several contexts: enterprises, but also society in general.
- To familiarize students with the background of knowledge management, its models and application.
- To introduce students to the methodologies used in developing information systems (e.g. the systems development lifecycle method versus agile methodologies).
- To introduce students to the organization and governance of data, information and knowledge.
- To introduce students to the managerial challenges associated with the use of information systems in enterprises.

### **Description of the course**

Too often IT is viewed as the province of technocrats, a domain inhabited by technical experts with little relevance to real-world problems. And yet, the economic importance of information, information systems, and thus information management has been growing constantly over the last decades, thanks to the relentless increase in computer performance.

We are increasingly dependent on information systems and data to make decisions in a wide range of domains. Sensor and network technology helps us to collect and analyze data in real-time, and to speed up decision making in all areas of our society. The possibilities of information and computer science are endless, but they also raise concerns: for instance about privacy, security, and identity, but also about interpretation and perception of data.

All these developments have led to the present-day "digital enterprise". In digital enterprises, the creation, distribution, use, integration and manipulation of information is a significant economic activity. The digitization of enterprises also has consequences for society. People who have the means to partake in this form of society are sometimes called digital citizens. This is one of many dozen labels that have been identified to suggest that humans are entering a new phase of society. The digital society can be both a threat and an opportunity to enterprises – this is, for instance, clearly visible in sectors such as retail (traditional retailers vs Amazon & Co), accommodation (traditional hotel vs AirBNB) and transportation (traditional taxis vs Uber).

This course offers an overview of role of digital concepts in enterprises: the digital enterprise. The course provides both a theoretical grounding and a pragmatic approach to applying key concepts. Drawing on ideas, tools, and techniques from such disciplines as economics, sociology, cognitive science, organizational behavior, and computer science, the course shows the digital enterprise from different perspectives: its position in society and the market, but also elements such as governance, information technology, and people. The course serves as an introduction to other Information and Computer Science courses, in which the various topics of the Digital Enterprise will be discussed in more detail.

### **Literature**

- Reader

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

During the course the students make several small assignments. Theoretical aspects of the course are applied and concepts are translated to practical usability. Another part is a written exam.

## **SCI1009 Introduction to Biology**

### **Course coordinators**

Dr. B. Schutte, Faculty of Health, Medicine and Life Sciences, Department of Genetics & Cell Biology,  
bert.schutte@maastrichtuniversity.nl

B. Schmitz, University College Maastricht,  
bram.schmitz@maastrichtuniversity.nl (corresponding coordinator)

Semester	Period	ECTS	Concentration
Fall	1	5	Sciences

**NB:** This course is aimed at students who have never taken biology or have only taken basic level biology. It is strongly suggested that students with substantial high school experience in biology consider taking relevant 2000-level courses directly (for an indication of the relevant topics, see SCI-B, p. vi-viii).

### **Prerequisite**

None.

### **Objectives**

- To provide students with a good basic knowledge required to enter more specialised courses in life sciences.
- To gain insight in the biology of organisms.
- To increase appreciation and knowledge of the science of life.

### **Description of the course**

Biology, the science of life, studies the organisms as the basic units of life. How they are evolved, how they are build up, how they act, how they communicate with each other, how they are related to the non-living environment, and how they reproduce. Since organisms are built up of cells, the basic unity of all life forms, the course will start with providing insight in the basic structure and function of cells and their organelles and the differences between prokaryotes and eukaryotes. We will continue by discussing the biomolecules essential for life and the processes that generate these molecules in the cell. Because organisms also grow and reproduce, the course will further focus on topics such as the genome and its replication, transcription and translation, basic (Mendelian) genetics and the principles of cell growth and differentiation, metabolism and reproduction. The course will end with a comparison of the cycle of life of different species.

### **Literature**

- Sadava et al., *Life, the science of biology*, 10<sup>th</sup> edition, 2012.
- Alberts et al. *Molecular Biology of the Cell*, 6<sup>th</sup> edition, 2014.

### **Instructional format**

Lectures, tutorial group meetings, and a workshop will be organized to discuss the different biology subjects.

### **Examination**

Assessment will be based on 1) an exam in the final week, consisting of open questions and 2) a presentation, in small groups, on a selected biology topic.

## **SCI1010 Basic Mathematical Tools**

### **Course coordinator**

Dr. D. Vermeulen, School of Business and Economics, Quantitative Economics,  
d.vermeulen@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Sciences & Social Sciences

This course is aimed at students who have only taken basic level Mathematics in High School. Although the level of high school mathematics required for this course is basic, the pace of this course exceeds high school levels. Also, the course topics cover, but also digress beyond high school mathematics. Thus, since the emphasis of this course is on computational rather than conceptual issues, students that take this course are required to have at least some affinity with quantitative skills and application of mathematical techniques.

Students who are not sure whether this course is appropriate for them are welcome to contact the course coordinator. It is strongly suggested that students who have taken the highest level of mathematics in high school consider taking relevant 2000-level courses directly.

### **Prerequisite**

None.

### **Objectives**

- To provide students with a thorough mathematical basic toolbox.
- To train students in computation and analytic reasoning.
- To demonstrate why mathematics is extremely useful in many disciplines.
- To prepare students for more advanced courses in mathematics.

### **Description of the course**

Students learn to analyze mathematical problems from various fields in mathematics, such as analysis, algebra, and probability theory. Thus, students are trained to model and solve quantitative problems from a wide variety of disciplines.

The course is intended in particular for students with only a limited mathematical background from pre-university education that need to refresh their skills in mathematics and calculus. The first three weeks recap topics that are already covered in secondary school. The remaining weeks cover more advanced topics to prepare students for further quantitative courses.

The course guides students through a wide variety of topics in mathematics and its applications. Topics range through solving equations and inequalities, techniques for differentiation, function analysis, probability theory, geometry and approximation techniques.

### **Literature**

Reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Written exam and presentation of homework assignments in class.

## **SCI1016 Sustainable Development: An Introduction**

### **Course coordinator**

Dr. M.Huynen, International Centre for Integrated Assessment & Sustainable Development,  
m.huynen@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences & Social Sciences

### **Prerequisite**

None.

### **Objectives**

- To gain a basic understanding of the (various perspectives on the) concept of sustainable development and some of the main related ideas, concepts and theories.
- To gain insights into (the limits to) our immense global human impact on the earth's systems and the underlying drivers of these unsustainable trends
- To explore ideas about how to achieve a more sustainable society.

### **Description of the course**

Today it is acknowledged that achieving sustainable development at the local, regional and global scale is one of the greatest challenges for the 21st century. But in many cases the term 'sustainable development' functions as little more than a vacuous buzzword. So what does sustainable development actually mean? How unsustainable is our global society at the moment? Are we contributing to irreversible climate change? Are we already passing dangerous global environmental tipping points? Why are humans acting in such unsustainable ways? And, of course, what are sustainable ways forward?

This course aims to enhance student's understanding of 'sustainable development', based on the notion that human development can only be sustainable when environmental boundaries are respected. The course introduces the main concepts, ideas and theories related to the term sustainable development. Students will gain insights into (the limits to) humanity's immense impact on the earth's systems and the underlying drivers of these unsustainable trends. Furthermore, sustainable development requires an understanding that inaction has consequences. Students will explore ideas about how to achieve a more sustainable society. As part of the examination students will link theories/concepts/ideas discussed in the course to a self-selected case study (a promising way forward towards sustainability) in a poster presentation.

### **Literature**

- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Practical assignment (poster presentation) and written exams.

## **SCI2002 Discrete Mathematics**

### **Course coordinator**

Dr. G. Schoenmakers, Faculty of Humanities and Sciences, Department of Data Science and Knowledge Engineering, gm.schoenmakers@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Sciences

### **Prerequisites**

Substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii). Students who are unsure if this course is suitable for them can contact the coordinator to discuss their situation.

### **Objectives**

- To make students familiar with several fundamental concepts in mathematics, a.o. numbers, logic, proofs, sets, relations, functions and combinatorics (see description).
- To get the students to notice how beautiful the world of mathematics is.

### **Description of the course**

The students will learn the what the following fundamental concepts involve:

1. Numbers: We discuss a.o. integers, natural numbers, real numbers and prime numbers and properties that these classes of numbers have;
2. Logic: This involves drawing (correct!) conclusions and how to use logic to prove mathematical statements.
3. Sets: A set is nothing more than a collection of items. Often those items will be numbers, but this is not necessarily the case. We discuss properties of sets and concepts related to sets, like intersections, and unions;
4. (Mathematical) relations: A relation is essentially a comparing mechanism for elements in a set. E.g. 'smaller than'. We discuss several relations and their properties;
5. Functions: A function is a mapping from one set to another. We discuss several properties that functions may have, like invertibility;
6. Combinatorics, the science of 'smart counting': The question is 'In how many ways...', the answer will often be a big number and we discuss how to find them quickly. For this purpose we use concepts like permutations and combinations.

Almost every time mathematics is used, it concerns some of the above concepts. A good understanding of these topics is therefore very important and Discrete Mathematics is a perfect course to combine with other mathematics courses. Hence, students who are interested in (applied) mathematics, computer science and/or econometrics might find this course particularly useful.

### **Literature**

- Chetwynd, A., & Diggle, P. *Discrete Mathematics*.
- Lecture notes will be provided via Student Portal.

### **Instructional format**

Frontal, but interactive instruction and active training in comprehending the instructed material by spending a lot of time on problem solving, either individually or jointly with other participants. There are no tutor groups for this course. During all contact hours instruction and practice will alternate in line with the progress of the material in the book/lecture notes.

### **Examination**

Two written exams (one midterm and a final exam).

## **SCI2009 Human Physiology**

### **Course coordinator**

Dr. A.J. Gilde, Faculty of Health Medicine and Life Sciences, Department of Physiology,  
A.Gilde@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences

This course is designed to be taken in combination with SKI2079 Lab Skills: Human Anatomy and Histology. Students wishing to take the Lab Skills should concurrently enroll in, or have completed, this course. Students wishing to take SCI2009 Human Physiology without taking the Lab Skills may do so.

### **Prerequisites**

SCI1009 Introduction to Biology. Students with substantial high school experience in Biology (For an indication of the relevant topics, see SCI-B, p. vi-viii) can contact the coordinator to request a waiver.

### **Objective**

- To obtain basic knowledge of human physiology.

### **Course Description**

While Mathematics is seen as the father of science, Physiology is the mother. Physiology attempts to explain the physical and chemical factors that are responsible for the origin, development, and progression of life. Human physiology investigates the mechanisms of the human body making it a living being (Guyton). In the healthy human body it is of the utmost importance that the working conditions for all cells are kept "constant". In this respect it is noteworthy that essentially all organs and cells of the human body perform functions that help to maintain this constant nature or homeostasis by using feed-back mechanisms. We will begin by discussing the physiology of the cell, and the function of the cell membrane. Continuing, we will discuss cardiovascular physiology, respiratory, fluid and salt balance, followed by the autonomic nervous system and the endocrine system and ending with gastrointestinal physiology, control and feedback.

### **Literature**

Multiple sources provided by UM/UCM libraries including textbooks on: Physiology, Biochemistry, Physics, Pathology, Internal Medicine, etc. The use of the on-line library Access Medicine (access provided by UB).

### **Instructional format**

Lectures and tutorial group meetings

### **Examination**

Written exam and a paper on a physiological subject of choice.



## **SCI2010 Introduction to Game Theory**

### **Course coordinator**

Dr. G. Schoenmakers, Faculty of Humanities and Sciences, Department of Data Science and Knowledge Engineering,  
gm.schoenmakers@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

### **Prerequisites**

SCI1010 Basic Mathematical Tools or substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii). Students who are unsure if this course is suitable for them can contact the coordinator to discuss their situation.

### **Objective**

- To familiarize the students with the fundamentals of Game Theory.

### **Description of the course**

What is a game?

The word game may make you think of things like poker, chess or backgammon. However, within the context of this course its meaning is far broader. A game is basically a decision problem in which several parties are involved. Generally these parties have different and conflicting interests, and often there is no solution to the decision problem that will make all parties happy. The parties in the conflict are normally called players (or agents), but one should keep in mind that these may just as well be firms competing for their market shares, animals fighting over a territory, children trying to get the biggest piece of cake, or politicians fighting over the distribution of budgets. We encounter very fundamental issues like rationality, expectations, fairness, power, cooperation, threats, manipulations, risk, stability. In some games everything depends on strategic possibilities of the players. In such games we also encounter information structures; what does each player know about the other player's possibilities and goals. Does A know that B knows that A knows that B knows etc?

Game Theory analyzes different types of games and their solution concepts. Analyzing, or solving, a game boils down to answering a *mathematical* question and then interpreting the result.

In the games that we discuss in the Game Theory course the solution depends on strategic possibilities of the players. We will discuss the games in order of increasing strategic possibilities, which means that as the course progresses, the games become more complex. Many examples shall be discussed to clarify the issues and many exercises will be provided to learn how to compute solutions.

### **Literature**

- Lecture Notes *Introduction to Game Theory* by Frank Thuijsman will be provided.

### **Instructional format**

Frontal, but interactive instruction and active training in comprehending the instructed material by spending a lot of time on problem solving, either individually or jointly with other participants. There are no tutorial groups for this course. During all contact hours instruction and practice will alternate in line with the progress of the material in the lecture notes.

### **Examination**

There will be two written exams (one midterm and one final exam) that consists of solving a number of "open" problems.

## **SCI2011 Introduction to Programming**

### **Course coordinator**

G. Spanakis, Faculty of Humanities and Sciences, Department of Data Science and Knowledge Engineering,  
jerry.spanakis@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Sciences

### **Prerequisites**

Abstract thinking ability. Basic math knowledge is assumed. No prior programming experience is required; recommended: SCI2039 (Was SCI1006) Computer Science.

### **Objectives**

- Identify, interpret and apply fundamentals of programming & object-oriented design.
- Give examples of important topics and principles of software development.
- Point out obvious mistakes in programs and analyze how they run.
- Design, compose and evaluate programs that solve specific problems.
- Use a software development environment (IntelliJ) to create, debug, and run programs.

### **Description of the course**

This course is an intensive introduction to programming in Java that assumes no prior programming experience. It explores all aspects of modern programming by means of lectures and hands-on practical lab sessions.

The course starts with the basics of computer science and computer programming. After a short introduction to computer organization, the principles of structured programming in Java are presented. Main topics covered are: data types and variables, methods, conditional statements, loops, recursion. Finally, the course introduces the object-oriented features of Java and their usage for program design. All these concepts have to be understood both from their theoretical perspective and their practical applications.

### **Literature**

- Allen B. Downey, *Think Java: How to Think like a Computer Scientist*, Green Tea Press, 2012.  
<http://www.greenteapress.com/thinkapjava/> (ABD)
- David J. Eck, *Introduction to Programming Using Java*, Sixth Edition, 2011.  
<http://math.hws.edu/javanotes/> (DJE)

### **Instructional format**

Lectures, tutorials and lab sessions. During lectures students will be instructed in the basics of programming via slides and hands-on programming examples. Tutorials take place after the lecture and provide the necessary practical experience and insights on how to apply the knowledge acquired during the lecture. Labs are practical programming sessions where students are asked to solve a short problem using a method learned in the lecture or/and the tutorial. Labs along with the assignments influence the final grade (see 'Examination').

### **Examination**

Practical part (Six labs (20%), Three assignments (30%)): Assignments will be announced during the period and need to be handed-in individually.

Final exam (50%): An open book and notes, open-questions exam at the end of the course.

## **SCI2017    Organic Chemistry**

### **Course coordinator**

Dr. H. Diliën, Faculty of Humanities and Sciences, Maastricht Science Programme.  
hanne.dilien@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

### **Prerequisite**

SCI1004 Introduction to Chemistry or CHE1001 Introduction to Natural Sciences: Chemistry

### **Objectives**

- To give the ability to recognize and name common organic compounds.
- To know the basic physical and chemical properties of common organic compounds.
- To understand stereochemistry and its impact on the properties and applications of organic molecules.
- To enable you to understand the most important organic reactions and be able to apply these reactions to obtain well defined organic compounds.

### **Description of the course**

This course focuses on the basis of organic chemistry. In the first part of the course, important fundamental topics, such as atomic theory, bonding theory, hybridization, molecular orbital theory and resonance will be discussed. A special topic will be stereochemistry, which is an essential topic in organic chemistry and the life sciences, since stereochemistry often determines the activity of biological compounds or medicines. Subsequently, the course continues with an introduction into reactivity of organic molecules. Focus, will be on a selection of fundamental organic reactions, which form the basis for a wide array of other organic reactions. To this end, a logical review will be provided of the reactivity of the most important functional groups, as applied in organic synthesis.

### **Literature**

- Klein; "Organic Chemistry"; 2th edition; 2015; Wiley (ISBN: 9781118452288).

### **Instructional format**

Lectures and tutorial group meetings. Problem-Based Learning (PBL) assignments will be supplemented with more structured learning assignments based on exercises, which can be found in the textbook.

### **Examination**

A midterm examination, which consists of multiple choice questions; a final examination, which consists of open questions; the contributions to the tutorial group meetings.

## SCI2018 Calculus

### Course coordinator

R. Cavill, Faculty of Humanities and Sciences, Department of Data Science and Knowledge Engineering  
rachel.cavill@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

### Prerequisite

SCI1010 Basic Mathematical Tools or substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii). Students who are unsure if this course is suitable for them can contact the coordinator to discuss their situation.

### Objective

- In this course we provide an introduction to calculus. Emphasis is on an understanding of the basic concepts and techniques, and on developing the practical, computational skills to solve problems from a wide range of application areas.

### Description of the course

Students enter this course with a wide variety of backgrounds. For some students who have previously seen very little calculus there will be many new techniques introduced, whereas for other students with a broader prior experience some of the techniques will be familiar. Throughout the course we will illustrate the methods learnt by looking at real problems from different fields where these techniques can be applied and through this applied lens all students will explore new facets of calculus and deepen their knowledge.

The course will discuss;

- Functions
- Limits and continuity
- Derivatives
- Rules of differentiation
- Maxima and Minima
- Implicit differentiation and rates
- Integration
- Definite integrals
- Applications of integration
- Improper integrals
- Differential Equations

### Literature

- Waner, S and Costenoble, S.R. (2014). *Applied Calculus, 6<sup>th</sup> edition, international edition*. Brooks/Cole, Cengage learning.

### Instructional format

Weekly lectures and twice-weekly problem classes. The lectures will present the topics to be covered in the next week's problem classes. The problem classes will review set questions on each of these topics, as well as allowing students time to ask further questions and explore together difficult aspects of the course.

### Examination

Two coursework assignments, participation grade and a final exam.

## SCI2019 Linear Algebra

### Course coordinator

Dr. P. Bonizzi, Faculty of Humanities and Sciences, Department of Data Science and Knowledge Engineering, [pietro.bonizzi@maastrichtuniversity.nl](mailto:pietro.bonizzi@maastrichtuniversity.nl)

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences

### Prerequisite

SCI1010 Basic Mathematical Tools or substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii). Students who are unsure if this course is suitable for them can contact the coordinator to discuss their situation.

### Objective

- To provide an introduction to the main topics of linear algebra. Emphasis is on an understanding of the basic concepts and techniques, and on developing the practical, computational skills to solve problems from a wide range of application areas.

### Description of the course

Linear algebra is the branch of mathematics which is primarily concerned with problems involving linearity of one kind or another. This is reflected by the three main themes around which this introductory course is centred.

The first theme is concerned with what can be recognized without doubt as the most frequently occurring mathematical problem in practical applications: how to solve a system of linear equations. For this problem a complete solution procedure is developed which provides the student with a way to deal with such problems systematically, regardless of the number of equations or the number of unknowns.

The second theme addresses linear functions and mappings, which can be studied naturally from a geometric point of view. This involves geometric 'objects' such as points, lines and planes, and geometric 'actions' such as rotation, reflection, projection and translation.

One of the main tools of linear algebra is offered by matrices and vectors, for which a basic theory of matrix-vector computation is developed. This allows one to bring these two themes together in a common framework, in what turns out to be an exceptionally fruitful way. By introducing the notions of vector spaces, inner products and orthogonality, a deeper understanding of the scope of these techniques is developed, opening up a large array of rather diverse application areas.

The third theme surfaces when the point of view is shifted once more, now from the geometric point of view to the dynamic perspective, where the focus is on the effects of iteration (i.e., the repeated application of a linear mapping). This involves a basic theory of eigenvalues and eigenvectors, which have many applications in various branches of science as will be discussed. For instance, important applications in problems involving dynamics and stability, and applications to optimization problems found in operations research.

Many examples and exercises shall be provided to clarify the issues and to develop practical computational skills. They also serve to demonstrate practical applications where the results of this course can be successfully employed.

Students will obtain insight that various seemingly different questions all boil down to the same mathematical problem of solving a system of equations. Students will learn to look at the same problem from different angles and will learn to switch their point of view (from geometric to algebraic and vice versa).

### Literature

- Lay, David C. (2012). *Linear Algebra and Its Applications*. (4th ed.) Pearson. ISBN 13: 978-0-321-62335-5.

### Instructional format

A combination of interactive frontal instruction and active training. Students will be guided in comprehending the material by spending a considerable amount of time on problem solving, either individually or jointly with other participants.

### Examination

There will be two written tests on parts of the course that consists of solving a number of open problems.

## **SCI2022 Genetics and Evolution**

### **Course coordinator**

Dr. H. Smit, Faculty of Psychology and Neuroscience, Cognitive Neuroscience,  
h.smit@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Sciences

This course is designed to be taken in combination with SKI2088 Lab Skills: Genetics. Students wishing to take the Lab Skills should concurrently enroll in, or have completed, this course. Students wishing to take SCI2022 Genetics and Evolution I without taking the Lab Skills may do so.

### **Prerequisite**

SCI1009 Introduction to Biology. Students with substantial high school experience in Biology (For an indication of the relevant topics, see SCI-B, p. vi-viii) can contact the coordinator to request a waiver.

### **Objectives**

- To acquaint students with genetics and evolutionary theory.
- To provide students with insight into the essentials of genetic and evolutionary models and their applications in biology, medicine and psychology.

### **Description of the course**

Within the life sciences there are two kinds of theories that deal with phenomena: proximate-causal theories and ultimate causal theories. Molecular genetics is indispensable for understanding the proximate causation of phenomena. It explains how genetics information, encoded in the DNA, is transcribed and translated into molecules that are involved in the development of characteristics (phenotypes) of an individual. Evolutionary theory tries to solve problems related to the ultimate causation of phenomena. Why have specific genotypes been selected through selection on phenotypes? Its core discipline is evolutionary genetics. Genetics and evolutionary theory will be discussed in this course.

The course starts with the mechanisms that cause evolutionary change: natural selection, inheritance, and gene expression. In order to make these mechanisms understandable for students, this course will deal with the essentials of molecular, Mendel, and population genetics. It then moves on to the evolution of life cycles, sex, and sexual selection. After discussing kin selection it uses genomic imprinting to explain genetic conflicts. Game theory will be used to explain the models that treat conflicts. The course will finish with the evolution of life histories, especially senescence.

Besides theoretical and mathematical models, the course will treat the applications of these models within the fields of biology, medicine, and psychology. For example sexual selection will be used to explain the principles of partner selection in human beings (psychology), kin selection will be treated in the context of conflicts between paternal and maternal alleles during pregnancies (medicine), and the evolution of sex will be treated in relation to rates of mutation and recombination (biology).

### **Literature**

- Stearns, S.C. & Hoekstra, R.F. (2005) *Evolution; An introduction* (2nd ed.). Oxford University Press, Oxford.
- Alberts, D. & Johnson, A. (2007) *Molecular Biology of the cell*, fourth, fifth or sixth edition.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

An essay during the course, on topics chosen from a list to be distributed at the start. Deadline is in week 7. A test with open questions at the end of the course.

## **SCI2031 Immunology**

### **Course coordinators**

B. Schmitz, MSc, University College Maastricht,

bram.schmitz@maastrichtuniversity.nl (corresponding coordinator)

K. Wouters, PhD, Faculty of Health, Medicine and Life Sciences, Department of Internal Medicine,

kristiaan.wouters@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences

### **Prerequisite**

SCI1009 Introduction to Biology. Students with substantial high school experience in biology (for an indication of the relevant topics, see SCI-B, p. vi-viii) can contact the coordinators to request a waiver.

### **Recommended**

SCI2037 Cell Biology, SCI2040 Microbiology.

### **Objectives**

- To gain knowledge and insight in cells and humoral factors of the innate and adaptive immune system.
- To gain knowledge and insight in cellular and molecular effector mechanisms of the innate and adaptive immunity during inflammation and infection.
- To gain knowledge and insight in the structure and function of primary and secondary lymphoid tissue.
- To gain knowledge and insight in the processes in the immune response after immunization and vaccination.
- To gain knowledge and insight in immune mechanisms in disease.

### **Description**

The course Immunology focuses on the role of different humoral factors, cells and cell systems of the innate and adaptive immune system, that are involved in the defense of an organism against intruders like foreign cells or (non) complex structures (e.g. foreign proteins). In addition, the processes in the immune response after immunization, vaccination and transplantation will be discussed.

### **Literature**

- Abbas, A.K., Lichtman A.H. and Pillai, S. (2016). Basic Immunology (5<sup>th</sup> ed.). Philadelphia: Elsevier.

### **Instructional format**

Tutorial group meetings, lectures, and self-study assignments.

### **Examination**

Student evaluation will be based on 1) a written test, and 2) a presentation (in small groups) on an immunologic topic.

## **SCI2033 Datamining**

### **Course coordinator**

Dr. E. Smirnov, Faculty of Humanities and Sciences, Department of Data Science and Knowledge Engineering,  
smirnov@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

### **Prerequisites**

SCI2039 (Was SCI1006) Computer Science or SCI2011 Introduction to Programming and SSC2061 Statistics I.

### **Objectives**

- To provide an introduction to the fundamental concepts found throughout the field of data mining.
- To provide a practical experience of applying data-mining techniques for analyzing data and deriving new knowledge.

### **Description of the course**

Data mining is a relatively new scientific field that enables finding interesting knowledge from (very large) data. In practice it is often a mixed-initiative process that has the potential to predict events or to analyze them in retrospect. Data mining has elements of artificial intelligence, machine learning, and statistics.

A typical database contains data, information or even knowledge if the appropriate queries are submitted and answered. The situation changes if you have to analyze large databases with many variables. Elementary database queries and standard statistical analysis are not sufficient to answer your information need. Your intuition guides you to understand that the database contains more knowledge on a specific topic that you would like to know explicitly. Data mining can assist you in acquiring this knowledge. The course shows you within two months how this works. You will learn new techniques, new methods, and tools of data mining. The course focuses on techniques with a direct practical use. A step-by-step introduction to powerful (freeware) data-mining tools will enable you to achieve specific skills, autonomy and hands-on experience. A number of real data sets will be analyzed and discussed. In the end of the course you will be able to apply data-mining techniques for research and business purposes.

The following points will be addressed during the course:

- \* Data Mining and Knowledge Discovery
- \* Data Preparation
- \* Basic Techniques for Data Mining:
  - Decision-Tree Induction
  - Rule Induction
  - Instance-Based Learning
  - Bayesian Learning
  - Ensemble Techniques
  - Clustering
  - Association Rules
  - Tools for Data Mining
  - How to Interpret and Evaluate Data-Mining Results

### **Literature**

- Mitchell, T. (1997). *Machine Learning*. McGraw Hill. ISBN 0070428077.

### **Instructional format**

Lectures and practical lab sessions.

### **Examination**

Weekly assignments, an open-question test at the end of the course.



## **SCI2034 Brain and Action**

### **Course coordinator**

Dr. M. Heins, University College Maastricht,  
manuela.heins@maastrichtuniversity.nl

### **Practical coordinator**

Dr. H. Steinbusch, Faculty of Health, Medicine and Life Sciences, School for Mental Health and Neurosciences, he.steinbusch@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

### **Prerequisite**

Secondary school biology (for an indication of the relevant topics, see SCI-B, p. vi-viii) and/or a genuine(!) interest in the anatomy of the nervous system.

### **Objectives**

- To make students familiar with the basic division, anatomy and functions of the central and peripheral nervous system.
- To gain knowledge of the workings and anatomy of the brain's most important structures.
- To gain basic practical knowledge of brain dissection.

### **Description of the course**

Human beings mostly go through their lives without paying much attention to their actions such as breathing, eating and even learning. Our brain seems to take care of us in an almost effortless way by planning, initiating and executing our actions and by regulating our somatic homeostasis. The course Brain and Action is concerned with exactly how the nervous system does so. The course deals with the scientific study of the central and peripheral nervous system as well as with some of the latest developments in neuroscience. Via problem based learning tasks, both the anatomy and functions of important neurological structures like the spinal cord and the brain are examined. In addition, some of the effects our current life-styles (e.g. listening to relatively loud music by use of inner-ear headphones) have on the structure and function of the nervous system are examined by reading some research articles on this topic.

Questions that will be raised continually during the course are, e.g.: What is the hippocampus? What function does the corpus callosum have? How does the brain develop both pre- and postnatally? How does neurotransmission take place? Etc.

### **Literature**

- Bear, M.F., (2016). *Neuroscience: Exploring the brain* (4<sup>th</sup> ed.), ISBN: 9780781760034.
- Various textbooks on the anatomy of the brain (available in UM library and UCM reading room).
- Several research articles on the relationship between modern lifestyle and nervous system anatomy and functioning.

### **Instructional format**

Tutorial group meetings, lectures and practical.

### **Examination**

Practical attendance (fail/pass), a paper, and an exam.

## SCI2035 Biochemistry

### Course coordinator

Prof. dr. C. Reutelingsperger, Faculty of Health, Medicine and Life Sciences, Department of Biochemistry, c.reutelingsperger@maastrichtuniversity.nl

N. Deckers, Faculty of Health, Medicine and Life Sciences, Department of Biochemistry, n.deckers@maastrichtuniversity.nl (corresponding coordinator)

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

This course is designed to be taken in combination with SKI2086 Lab Skills: Biochemistry. Students wishing to take the Lab Skills should concurrently enroll in, or have completed, this course. Students wishing to take SCI2035 Biochemistry without taking the Lab Skills may do so.

### Prerequisites

SCI1009 Introduction to Biology or SCI 1004 Introduction to Chemistry. Students with substantial high school experience in Biology or Chemistry (For an indication of the relevant topics, see SCI-B and SCI-C, p. vi-viii) can contact the coordinator to request a waiver.

### Objectives

- To communicate fundamental principles governing structure, function and interactions of biological molecules to students encountering biochemistry for the first time.
- To increase appreciation of the science of biochemistry and its relevance to Health and Disease .
- To study the roles of bio-macromolecules like proteins, lipids, polysaccharides and nucleotides in living cells in the context of diseases such as hyperventilation, thrombosis and atherosclerosis.
- To create deeper understanding of the basic principles of enzyme catalysis and inhibition.
- To prepare students to enter advanced courses that require more detailed biochemistry knowledge, and to finally allow entrance to various Master programs in the life sciences.

### Description of the course

Biochemistry is considered the mother of all Life Sciences. Understanding Biochemistry will facilitate learning of more specialised Life Sciences such as Molecular and Cell Biology.

This course will present the essentials of Biochemistry during 6 lectures and 10 tutorials. We will cover the structures, functions and interactions of the biomacromolecules, including proteins, lipids, carbohydrates, DNA and RNA, which perform many of the activities associated with life. We will provide insight in the specificity and action of enzymes, the biocatalysts of the cell. Further, we will explain metabolic pathways that result in the generation of ATP, the major energy currency of the cell.

Finally we will present recent biochemical understandings on genome editing that revolutionize treatment of diseases at the level of correcting mutated genes (gene therapy).

### Literature

- Berg, J.M., Tymoczko, J.L., Stryer, L. *Biochemistry*. (8th ed). W.H. Freeman. ISBN-10: 1-4641-2610-0; ISBN-13: 978-1-4641-2610-9
- Garrett and Grisham. *Biochemistry*. (4th ed.). Thomson Brooks/Cole. ISBN101133108792 ISBN13 978-1133108795.

### Instructional format

Lectures and tutorial groups. The course is subdivided into subjects, and for each subject lectures will be given on the basis of observed deficiencies.

### Examination

A written final examination (open questions), and a presentation on a biochemical topic.

## **SCI2036 Artificial Intelligence**

### **Course coordinator**

Prof. dr. G. Weiss, Faculty of Humanities and Sciences, Department of Data Science and Knowledge Engineering, gerhard.weiss@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

### **Prerequisite**

None.

### **Objectives**

- To convey the ideas that have emerged over the past fifty years of Artificial Intelligence research, and about two millenia of related work, expressed in the study of so-called intelligent agents.
- To discuss the possibility of machines that think.
- To show how algorithms can be used (1) to understand human behavior in terms of underlying processes, and (2) to enable systems to think or act intelligently.

### **Description of the course**

The course starts with an analysis of the question "Can machines think", and the preconceptions usually encountered in discussions about that idea.

Next the metaphor of an "intelligent agent" is introduced, that is, of an entity that pursues goals by perceiving and acting flexibly and autonomously in a possibly very complex environment.

The main part of the course explores the metaphor of an intelligent agent by introducing a number of state-of-the-art concepts, algorithms, and methods which enable computers (i.e., software and robots) to solve problems in a way which deserves to be called intelligent. Topics covered in this part are chosen from AI areas such as intelligent search and constraint satisfaction, architectures for intelligent agents, and coordination among intelligent agents.

The course as a whole conveys basic aspects and facets of engineering (analyzing and designing) AI systems. Covered topics are explored and applied in exercises and tasks (in-class and homework).

### **Literature**

- Russell, S., & Norvig, P. (2009, Third Edition). *Artificial Intelligence. A modern approach*. Prentice-Hall.
- Wooldridge, M. (2009, Second Edition). *An introduction to multiagent systems*. John Wiley & Sons.

### **Instructional format**

Lectures and practicals (exercises and tasks). Computer programming skills are neither required nor taught in this course.

### **Examination**

Mid term exam and final written exam. Classroom attendance is of critical importance.

## SCI2037 Cell Biology

### Course coordinators

Dr. B. Schutte, Faculty of Health, Medicine and Life Sciences, Department of Genetics & Cell Biology, bert.schutte@maastrichtuniversity.nl (corresponding coordinator)

Dr. J Broers, Faculty of Health, Medicine and Life Sciences, , Department of Genetics & Cell Biology, jos.broers@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

This course is designed to be taken in combination with SKI2077 Lab Skills: Cell Biology. Students wishing to take the Lab Skills should concurrently enroll in or have completed this course. Students wishing to take SCI2037 Cell Biology without taking the Lab Skills may do so.

### Prerequisites

SCI1009 Introduction to Biology. Students with substantial high school experience in biology (for an indication of the relevant topics, see SCI-B, p. vi-viii) can contact the coordinator to request a waiver.

### Objective

- To obtain insight in basic molecular genetic and cell biological processes in cells, tissues and organisms by leading the student through the origin of life, its differentiation and diversification, and deregulation of molecular processes leading to disease.

### Description of the course

In this course students have an opportunity to get acquainted with the discipline of cell biology. This discipline has been profiting from the development and improvements of recombinant DNA technology and is a driving force in fundamental and biomedical research. In this course students are challenged to discuss, at a detailed molecular level, different cellular and genetic processes that are the basis of life as we know it. The aim of the course is to familiarize students with further knowledge in the field of cell biology, which will enable them to better understand and appreciate the newest developments in this research area. Discussions will revolve around general cell biological topics such as the role of membranes, membrane transport of small molecules, the nuclear architecture, the organization of the genome, regulation of transcription and translation, protein trafficking, the cell cycle and maintenance of genomic integrity, programmed cell death and senescence. The last task, dealing with cancer, serves as an integration task; knowledge of the previous topics is required to appreciate what the consequences can be when a cell goes astray and the defence mechanisms of the body fail.

### Literature

- Alberts et al., *Molecular Biology of the Cell*, 6<sup>th</sup> edition, 2014.
- Sadava et al., *Life, the science of biology*, 10<sup>th</sup> edition, 2012.
- Scientific publications provided during the course.

### Instructional format

Tutorial group meetings and lectures.

### Examination

Assessment will be based on 1) a written exam consisting of open questions, 2) a written assignment and 3) a presentation on the topic of the paper.

## **SCI2038 Physics**

### **Course coordinator**

Dr. C. Pawley, Faculty of Humanities and Sciences, Maastricht Science Programme,  
c.pawley@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

### **Prerequisite**

SCI2018 Calculus.

### **Recommended**

Secondary school physics (For an indication of the relevant topics, see SCI-P, p. vi-viii)

### **Objectives**

- To use the tools that participants have developed in SCI2018 in a physics environment. This means we will take a journey through a variety of topics of physics. The aim is to simultaneously prepare participants for further studies in the sciences concentration or for admission into future programs but at the same time giving a broad overview of physics as a science.
- We will review and expand on high school physics as well as observations of the natural world to explore the material world in a quantitative manner.

### **Description of the course**

Physics is the science of measuring the natural world; as a result, physicists have developed a series of properties and laws of the material world. These laws describe many physical phenomena from the composition of atomic nuclei to the evolution of distant stars. The course describes some of the general laws of nature, valid in the whole universe, and how such laws could be extracted from the results of carefully planned experiments. Clearly the whole of physics cannot be addressed in 6 weeks, so prior to the course beginning, participants of the course will be asked to contribute to the design of the curriculum (including topics covered, PBL tasks and assessment). This gives each year's course a slightly different perspective, but one which is tailored to the specific interests of the participants.

Topics offered (but not necessarily taught) are: Mechanics, Thermodynamics, Oscillators, Solid State Physics, Optics, Vibrations and Waves, Special Relativity, Nuclear and Particle Physics, Electronics, Astrophysics and Quantum Mechanics.

### **Literature**

The **required** textbook is *University Physics*, H.D Young and R. A. Freedman, Pearson, 13th ed., 2008.

It is strongly advised to buy the book by Young and Freedman, which is an internationally well-known text and will allow you to successfully describe your physics credits in future admission procedures. Earlier and cheaper editions are offered at Amazon and can be used as well.

### **Instructional format**

The course is based on a series of lectures (parts of which will be posted on Student Portal), a series of weekly mathematical problems as well as the standard UCM approach of Problem-Based Learning (PBL) in a tutorial group.

### **Examination**

The assessment will consist of a minimum of two separate examinations, the style and timing of which will be determined by the participants and the course coordinator. The aim will be that each examination will be in a different style, so as to account for the diversity within the group.

## **SCI2039 Computer Science**

### **Course coordinator**

Dr. E. Smirnov, Faculty of Humanities and Sciences, Department of Data Science and Knowledge Engineering, smirnov@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences

### **Prerequisite**

None.

### **Objective**

- To provide an introduction to the fundamental concepts found throughout the field of informatics and computer science.

### **Description of the course**

As an overview of the discipline, the course covers a breadth of topics including algorithmic foundations of informatics; hardware issues such as number systems and computer architectures; and software issues such as operating systems, programming languages, compilers, networks, the Internet, and artificial intelligence.

All the concepts introduced during the course are investigated in lab sessions. In the end of the course students are expected to develop experience in how to apply techniques from informatics, computer science and programming for their own research and educational purposes.

### **Literature**

- Schneider, G.M. & Gersting, J.L. (2013, Sixth Edition). *An Invitation to Computer Science: Java Version*. Thomson Pub Co. ISBN-978113319108

### **Instructional format**

Lectures and practical lab sessions.

### **Examination**

Weekly lab assignments and a closed-book test with open questions at the end of the course.

## **SCI2040 Microbiology**

### **Course coordinator**

Dr. L. van Alphen, Faculty of Health Medicine and Life Sciences, Department of Medical Microbiology, MUMC; lieke.van.alphen@mumc.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

### **Prerequisites**

SCI1009 Introduction to Biology.

### **Objectives**

- To obtain basic knowledge of microbiology, i.e. of bacteriology, virology and environmental and applied microbiology.
- To study the characteristics of a selection of micro-organisms in relation to their related infectious diseases, more specific pathogenesis, immunity, epidemiology, diagnosis and therapy.
- To study the epidemiology of infectious diseases in relation to outbreaks, outbreak management and prevention
- To study environmental microbiology by looking at the role micro-organisms play in our environment and how micro-organisms can be used to our advantage.

### **Description of the course**

The 7 weeks course will be divided into 4 parts:

Bacteriology (3 weeks):

- 1) Introduction in bacteriology. General principles of replication, classification and identification of bacteria will be addressed. Presence of bacteria in humans, animals and plants and composition of the endogenous flora will be discussed. These items will be discussed in an introduction lecture, expert meeting and 2 obligatory practical sessions.
- 2) Bacterial infections, including adhesion, virulence, biofilms and antibacterial resistance: This part will be discussed in a lecture and in PBL tutorial meetings. As example for a worldwide important bacterial infection we will discuss tuberculosis. Furthermore, the acquisition of antimicrobial resistance and the epidemiology of worldwide antimicrobial resistance will be discussed.

Virology (2 weeks):

- 1) Introduction in virology. General principals of replication, classification and pathogenesis of viruses and classes antivirals will be discussed in the introduction lecture and an expert meeting.
- 2) Viral infections: The second part will consist of 2 topics and will be discussed in PBL approach. Topics to be discussed are influenza and HIV. The unique characteristics of the structure of these viruses and its importance for epidemiology. The lecture on epidemiology and outbreaks will also focus on viral outbreaks
- 3) The host response to infection, and prevention of infection by vaccination will be discussed in a lecture, the expert meeting and during the PBL sessions.

Epidemiology of infectious diseases and outbreak management (1 week)

- 1) Introduction in epidemiology of infectious disease. General principals of transmission, latency and infectiveness will be discussed in a lecture and during PBL sessions.
- 2) The basic principles of outbreak management, the use of epidemic curves of disease for outbreak management and prevention of the spread of infectious diseases will be the focus of a lecture and PBL sessions.

Environmental and Applied Microbiology (1 week)

- 1) Introduction in the role of microbes in the environment. The role of microbes in biogeochemical cycles, such as the carbon and nitrogen cycles, in the environment and adaptation to the environment, as well as the use of micro-organisms in food-production, waste treatment and bioremediation will be discussed in a lecture and during PBL sessions.

**Literature**

The books recommended will only provide a basic knowledge of the topics, the students are encouraged to find scientific literature online for detailed study on the topics.

- Murray. *Medical Microbiology*. (7<sup>th</sup> ed.)
- Tortora. *Microbiology: an introduction* (8<sup>th</sup> ed.)
- (Review) scientific articles, mentioned in the course manual

**Instructional format**

Practical sessions, expert meetings, tutorial group meetings and lectures. Halfway through the course the students will prepare a presentation on a contemporary microbiological subject of their choice, which will be presented during a mini symposium.

**Examination**

The final grade will be decided by a combination of the grades of the final written exam and the minisymposium presentation. Furthermore, professional behaviour (participation in PBL meetings) will be part of the evaluation.



## **SCI2041 Climate Change**

### **Course coordinator**

Dr. M.Huynen, International Centre for Integrated Assessment & Sustainable Development,  
m.huynen@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences & Social Sciences

### **Prerequisite**

SCI1016 Sustainable Development

### **Objectives**

- To explore historic, current and future changes in our climate system.
- To review the uncertainties underlying (the modeling of) future climate change
- To examine some key impacts of climate change on human societies and natural systems.
- To explore climate mitigation and climate adaptation strategies (incl. Paris Agreement).

### **Description of the course**

Does it infuriate you when people consider the greenhouse effect to be a bad phenomenon? Do you know your 'RCP2.6' from your 'RCP8.5'? How about the relative importance of carbon dioxide and methane in terms of radiative forcing? Or the difference between climate-friendly and climate resilient? No? Join the club. Very few people understand the nuts and bolts of climate science. And that is a real shame, because climate change is considered to be the greatest environmental threat humanity has ever faced. The Intergovernmental Panel on Climate Change (IPCC) states that the human influence on the climate system is clear. Continued emissions of greenhouse gases will cause further warming and changes in all components of the climate system. Limiting climate change will require substantial and sustained reductions of greenhouse gas emissions, while the need for adaptation to this new reality is increasingly being recognized.

The course will provide students with a sound understanding of the key drivers and processes of climate change. We will discuss the state-of-the-art climate science, examine some key impacts of (future) climate change, and explore what can be done to address the problem.

### **Literature**

- E-Readers.
- Textbook: t.b.d

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Written exams, group assignment

## **SCI3003 Optimization**

### **Course coordinator**

Dr. C. Galuzzi, Faculty of Humanities and Sciences, Department of Data Science and Knowledge Engineering, c.galuzzi@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Sciences

### **Prerequisites**

SCI2018 Calculus and SCI2019 Linear Algebra.

### **Objective**

- To become familiar with the basic concepts and methods of optimization.
- To understand how techniques from calculus and linear algebra are useful for optimization.
- To become familiar with a diversity of optimization problems and solution techniques.
- To be able to cast certain real-world problems into the form of optimization problems.
- To be able to solve certain optimization problems with software (Matlab).

### **Description of the course**

In everyday life we are surrounded with applications of optimization. A common drive of human activity is to make things better, to enhance performance, and to carry out the best possible actions in given situations. Often the essentials of a situation can be captured by a mathematical description (a model, with or without constraints) and the value of a proposed action by a function (an optimization criterion). Then the goal becomes to optimize the criterion for the given model under the associated constraints (if any). Depending on the nature of the model, the constraints, and the optimization function, many different mathematical techniques are available to characterize and compute optima. In this course we address the most important areas in optimization and we study the most common techniques.

First, we consider the optimization of unconstrained continuous functions in several variables. Some notions we will come across are: partial derivatives; the gradient and the Hessian; stationary points; minima, maxima and saddle points; local and global optima. Techniques to compute optima range from analytical and algebraic techniques (i.e., solving systems of equations) to iterative and approximate numerical techniques (e.g., gradient methods and hill climbing, Newton and quasi-Newton methods, and several others). We will focus on a selection of these. An important class of functions to consider is that of least squares criteria. We will consider both linear and nonlinear least squares problems and suitable iterative techniques to solve them. Linear least squares problems are often encountered in the context of fitting a model to measurement data. They also allow one to rephrase the problem of solving a nonlinear system of equations as an optimization problem, while the converse is possible too.

Second, we address optimization problems subject to a given set of constraints. A well-known such class consists of linear optimization functions subject to linear equality or inequality constraints: the class of linear programs. The problem of fitting a linear model to measurement data using the criterion of least absolute deviations, can be reformulated as a linear program. Several methods are available to solve such problems, including active set methods and the simplex algorithm, but also interior point methods and primal-dual methods. We discuss the Kuhn-Tucker conditions for optimality. For the optimization of nonlinear functions subject to nonlinear constraints we address the Lagrange multiplier method.

To demonstrate the various optimization problems and solution techniques, we will provide many examples and exercises. To demonstrate the wide range of applicability, these are taken from different fields of science and engineering. To become acquainted with optimization techniques, one computer class is organized in which the basics of the software package Matlab are presented.

**Literature**

- Hand-outs will be distributed during the course.

Recommended literature:

- F.S. Hillier and G.J. Lieberman: Introduction to Operations Research (10th edition). McGraw-Hill, 2015 ISBN 978-0-07-352345-3.
- A.D. Belegundu and T.R. Chandrupatla: Optimization Concepts and Applications in Engineering (2nd ed.). Cambridge university Press, 2011.
- Martin T. Hagan et al.: Neural Network Design (2nd edition), available as free ebook.

**Instructional format**

Lectures and exercises, including one computer class with Matlab, in order to study optimization in a mixed and interactive way.

**Examination**

Two homework assignments (10% of the final grade, each), a written midterm (40% of the final grade) and a written final exam (40% of the final grade) with open questions.

## **SCI3005 Metabolism, Nutrition and Exercise**

### **Course coordinator**

Dr. L. Bevers, University College Maastricht,  
lonneke.bevers@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

### **Prerequisite**

SCI2035 Biochemistry.

### **Recommended**

SCI2009 Human Physiology, SCI2037 Cell Biology.

### **Objectives**

- To acquire knowledge of cellular and whole-body energy metabolism in rest and during exercise.
- To acquire knowledge of the effects of nutrients on cellular and whole-body energy metabolism.
- To acquire knowledge of the effects of training on different body systems and how this relates to exercise.

*Please note that this course focuses primarily on the biochemical aspects of metabolic processes. It is not a course on nutrition or exercise physiology.*

### **Description of the course**

The aim of the course is to provide students with a solid understanding of the key aspects in energy metabolism, and the effects of nutrients on skeletal muscle metabolism during exercise of different types. The course requires prior knowledge on some simple (bio)chemical concepts (e.g. the structure and function of macromolecules, common forms of chemical reactions, basic cell structure, and metabolism of macromolecules).

The course starts with a theoretical framework in which the basics of exercise biochemistry and exercise physiology are discussed. The course builds on the knowledge students have obtained in basic and intermediate courses, such as biochemistry, human physiology, and cell biology. In addition, students are encouraged to relate to appropriate knowledge from other courses. This course is meant as a culmination where all relevant knowledge acquired in previous courses comes together and is applied. The first, theoretical part of the course is rounded off with a written exam.

In the second part of the course students discuss individual case studies for the take-home assignments. This is done in the form of presentations. By doing so every student will have the opportunity to discuss their findings and, if applicable, remaining questions or issues relating to the case study, as well as receive feedback on how to proceed. The second part of the course is rounded off by a written recommendation (take-home assignment).

### **Literature**

- There is no main book for this course. A list of suggested readings is provided in the course manual; these books are all available in Reading Room at UCM and/or in the library. In addition, an E-Reader will be posted on the Student Portal.

### **Instructional format**

Tutorial group meetings, workshops and lectures.

### **Examination**

Assessment will be based on 1) a written exam consisting of open questions, and 2) a written take-home assignment.

## **SCI3006 Mathematical Modelling**

### **Course coordinator**

Prof.dr.ir. R.L.M. Peeters, Faculty of Humanities and Sciences, Department of Data Science and Knowledge Engineering,  
ralf.peeters@maastrichtuniversity.nl.

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

### **Prerequisites**

SCI2019 Linear Algebra and SCI2018 Calculus.

### **Objectives**

- To have the ability to interpret dynamical phenomena as mathematical systems and to cast them into such form.
- To understand the basic concepts of linear systems theory.
- To be familiar with analysis techniques for linear systems, to understand their behavior and interaction.
- To become familiar with some application areas of mathematical systems and models.

### **Description of the course**

To describe natural phenomena and processes, mathematical models are widely used. The focus in this course shall be on dynamical models (i.e., where time plays a role) in particular those that have interaction with the environment through inputs and outputs. Mathematical systems theory provides the framework to deal with such models in a systematic and useful way.

First we consider some general aspects of mathematical modeling. Then we briefly address dynamical systems without inputs and outputs - but which may show nonlinear behavior. We study basic properties such as equilibrium points, linearization, and stability.

We then switch to linear dynamical models with inputs and outputs. They are used in many different areas of the natural sciences and in engineering disciplines. We discuss the following topics and concepts. Linear difference and differential equations, Laplace transforms, transfer functions of linear systems; controllability, observability, minimality; system representations with an emphasis on state-space representations and canonical forms; stability; the interconnection of linear systems including feedback; frequency domain analysis and the relationship with filter theory, Fourier analysis, and time series analysis.

To demonstrate the applicability of the techniques and concepts, many examples from science and engineering are mentioned and briefly discussed.

### **Literature**

- Lecture notes, electronically provided

Recommended background literature:

- R.J. Vaccaro, Digital Control. *A State-Space Approach*, McGraw-Hill International Editions, 1995. ISBN: 0-07-066781-0.
- D.W. Jordan and P. Smith, *Nonlinear Ordinary Differential Equations*, 2nd ed., (Oxford Applied Mathematics and Computing Science Series), Clarendon Press, 1987.

### **Instructional format**

Lectures and exercises in a mixed and interactive way.

### **Examination**

A written midterm and a written final exam with open questions. The midterm and the final exam both contribute equally to the final grade. Optionally, one may take a final exam on all of the course material, in which case the final grade will be composed of 20% of the midterm exam result and 80% of the final exam result. This option is only available to those who participated in the midterm exam.

## **SCI3007 Endocrinology**

### **Course coordinator**

Dr. A.J. Gilde, Faculty of Health Medicine and Life Sciences, Department of Physiology,  
A.Gilde@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Sciences

### **Prerequisites**

SCI2009 Human Physiology.

### **Objective**

- To obtain insight into the endocrine system of the human body by studying illnesses that disturb this homeostatic control mechanism.

### **Description of the course**

The discipline Physiology deals with the explanation of the biological, physical and chemical factors that are responsible for the origin, development, and progression of life. The first course on Human Physiology – which is compulsory for this course - focused on the specific characteristics and mechanisms of the normal homeostasis in the human body.

In this follow-up course disturbances in physiological function (homeostasis) resulting in disease will be studied and used to deepen the knowledge on human endocrinology. These disturbances will be studied through the presentation of patient cases exemplified by; hypertension, renal failure, infertility, steroid abuse, diabetes and starvation. Attention will also be paid to the treatment of these diseases.

### **Literature**

- Multiple sources provided by UM/UCM libraries including textbooks on: Physiology, Biochemistry, Physics, Pathology, Internal Medicine, etc.  
The use of the on-line library Access Medicine (access provided by UB).

### **Instructional format**

Team-based learning meetings (assignments as a duo with concomitant presentations) and lectures.

### **Examination**

Weekly oral presentations on patho-physiological assignments and a written final-exam.

## SCI3033 Physical Chemistry

### Course coordinator

Dr. J.A.W. Harings, Faculty of Humanities and Sciences, Maastricht Science Programme,  
jules.harings@maastrichtuniversity.nl

Dr. F. Birembaut, Faculty of Humanities and Sciences, Maastricht Science Programme,  
fabrice.birembaut@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

### Prerequisites

Either 1. SCI2032 Physics II and SCI1004 Introduction to Chemistry;  
or, 2. SCI2017 Organic Chemistry and SCI2038 Physics (or SCI1030 Physics I) or SCI2018 Calculus;  
or, 3. SCI2035 Biochemistry I and SCI2038 Physics (or SCI1030 Physics I) or SCI2018 Calculus.

Students with a sufficient high-school background in physics can request an exemption for Physics. Please contact the course coordinator.

### Objectives

- To provide an understanding of basic concepts from chemistry and physics on a more advanced level.
- To apply the general principles of thermodynamics in understanding and description of (biological) processes.
- To predict the rate of reactions under various environmental conditions, for example occurring in living organisms.
- To predict and determine structure formation of (biological) macromolecules and their function.
- To get familiar with spectroscopic tools in analyzing biological systems at various length scales.

### Description of the course

This course focuses on advanced aspects in physical chemistry and how it contributes to solving problems encountered in biology, (bio)chemistry and the environment. Thermodynamics, chemical kinetics, (macro)molecular structures, and spectroscopy are the four pillars of the course, addressing a broad spectrum of topics related to the life and environmental sciences, including (i) bioenergetics, (ii) phase transitions, (iii) ion and electron transport, (iv) chemical reaction and enzyme kinetics, (v) (bio)macromolecules and self-assembly, and (vi) molecular spectroscopy. Case studies are embedded to create an understanding of how to apply the general principles of physical chemistry to biological, (bio)chemical and environmental problems. Development of plausible models for physical or chemical mechanisms, including the numerical analytical methods to solve the models and testing against observations and experimental evidence, are essential throughout the course.

### Literature

- Atkins, P., De Paula, J. (2009) *Physical Chemistry* (9th ed.) Oxford University Press.

### Instructional format

Tutorial group meetings and lectures.

### Examination

Student performance will be evaluated on the basis of:

- 1) two written tests, a mid-term examination covering topics of the first 3 weeks, and a test consisting of open questions at the end of the course.
- 2) student contribution and involvement in the tutorial groups, including presentation of problem solutions, as scored by the attending tutors.

## **SCI3046 Cognitive Neuroscience**

### **Course coordinator**

Prof. dr. A. Sack, Faculty of Psychology and Neuroscience, Cognitive Neuroscience,  
a.sack@maastrichtuniversity.nl

Dr. F. Duecker, Faculty of Psychology and Neuroscience, Cognitive Neuroscience,  
felix.duecker@maastrichtuniversity.nl (corresponding coordinator)

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences & Social Sciences

### **Prerequisites**

SCI2034 Brain and Action and elementary knowledge of electricity and magnetism as stated under SCI-P(p. vi-viii).

### **Recommended**

SCI1009 Introduction to Biology or SCI2038 Physics (or SCI1030 Physics I) or SSC1005 Introduction to Psychology or SSC2025 Memory.

### **Objectives**

- To give an introduction into the field of cognitive neuroscience.
- To learn which methods a brain researcher can use to investigate the neuronal bases of different mental processes.

### **Description of the course**

Cognitive neuroscience is a research field that originally emerged from a combination of traditional sciences such as philosophy, psychology, medicine and biology that all investigate the principles of perception, behaviour and cognition from different perspectives.

As technical developments of different methods and tools in the field of cognitive neuroscience came forth, and as theoretical application of different mathematical and computer science-based models were used to explain neuronal functioning, additional disciplines, such as physics, mathematics, bioengineering and computer science materialized as an important part of this research field.

Subsequently, an effective research project in cognitive neuroscience requires an interdisciplinary cooperation, in which each scientific discipline contributes its respective genuine theories, models, techniques and tools for the mutual investigation of the neuronal principles of perception, attention, and cognition.

But can we really watch the brain at work? Are there ways to identify where exactly, and when exactly activation in the brain is necessary to perform a specific mental process? This course will help to give some answers on the basic principles of brain research and it will show relevant applications of these techniques in different areas of cognitive psychology.

### **Literature**

- E-reader.

### **Instructional format**

Tutorial group meetings and lectures. The course also includes an excursion to the brain imaging centre in Maastricht for some hands-on experience.

### **Examination**

A group presentation and a final exam. The exam will consist of several open questions.



## **SCI3049 Pathobiology and Disease**

### **Course coordinator**

Dr. B. Schutte, Faculty of Health, Medicine and Life Sciences, Department of Genetics & Cell Biology, bert.schutte@maastrichtuniversity.nl

Dr. K. Wouters, Faculty of Health, Medicine and Life Sciences, Department of Internal Medicine, kristiaan.wouters@maastrichtuniversity.nl (corresponding coordinator)

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences

### **Prerequisites**

SCI2037 Cell Biology and SCI2031 Immunology.

### **Recommended**

SCI2040 Microbiology, SCI2009 Human Physiology, SKI2088 Lab Skills: Genetics, SKI2077 Lab Skills: Molecular Cell Biology and Genetics.

### **Objectives**

- To gain more insight in the field of pathobiology. particularly in immunological and oncological diseases
- To increase appreciation and knowledge of healthy living.
- To provide students with a good basic knowledge required to enter master courses in life sciences.

### **Description of the course**

In this course students will have an opportunity to learn how modern medicine has benefitted from our knowledge in the fields of (molecular) cell biology and immunology. Pathobiology is the field that deals with disturbance of normal physiological processes and the consequences of it for adequate functioning of our human body. Our challenge has been to arrange a program that offers insight in the nature, the causes and processes of disease.

The emphasis in this course is on diseases of the immune system and oncology. In this respect, this course builds on the knowledge obtained in the UCM course 'Immunology' and 'Cell Biology'. It is our hope that the acquired knowledge will furthermore enable you to better understand and appreciate the newest developments in treatment of these diseases.

The program comprises PBL tasks, workshops and assignments. PBL tasks will be presented to you in the form of tutorial group meetings and topic-related lectures. The tasks deal with 1) examples of diseases caused by unwanted reactions of the immune system, e.g. chronic inflammation and autoimmunity, and 2) with oncological diseases in which cells have gone astray, circumvent the body's defence mechanisms and give rise to cancer.

Workshops will address immunology- and oncology-related research highlights related to diagnostic, preventive and (immuno)therapeutic developments in immunological and oncological diseases.

Assignments consist of writing an essay and giving a presentation on a block-related subject for discussion and deepening in the tutorial group meeting.

### **Recommended Literature**

- Abbas, Lichtmann and Pillai. Cellular and Molecular Immunology, 8th edition, 2014.
- Alberts et al. Molecular Biology of the Cell, 6th edition, 2015.

### **Instructional format**

Tutorial group meetings, work-shops and lectures.

### **Examination**

A final test, an essay and presentation.

## **SCI3050    *Advances in Biomedical Sciences***

### **Course coordinators**

Dr. M. Baker, MERLN Institute for Technology-Inspired Regenerative Medicine,  
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Dr. V. LaPointe, MERLN Institute for Technology-Inspired Regenerative Medicine,  
v.lapointe@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

### **Prerequisites**

At least one of: SCI2017 Organic Chemistry, SCI2037 Cell Biology, or SCI2038 Physics. Highly motivated students with a different background should speak to the course coordinators.

### **Objectives**

- To gain insight into frontier topics of the biomedical sciences, with first-hand accounts of successes, problems, and a forecast for the future.
- To apply knowledge from the natural sciences towards problems in society.
- To give an accurate account of the work and thought process of academic researchers.
- To learn to critically read scientific news and perform basic literature research.
- To learn how to ask questions of a scientist and report others research to a wider audience.
- To gain familiarity with cutting edge research within the MERLN and M4I institutes.
- To access new labs and research lines starting with young Assistant Professors within UM.

### **Description of the course**

The purpose of this course is to introduce students to recent breakthroughs in the physical and biological sciences that are now being explored for biomedical applications. The topics will come directly from the research expertise of the lecturers, all of whom are young principal investigators in the new research institutes at the UM: MERLN and M4I. The course will cover a broad range of topics, including nanomaterials for regenerative medicine, supramolecular biomaterials, big data and computer learning, electron microscopy, imaging and diagnostic mass spectrometry, and structural biology of tuberculosis. Each of these fields has the potential to address some of society's greatest challenges, including the health and vitality of our ageing population, and this will be discussed in both the lectures and the tasks. Students will gain firsthand experience of scientific research taking place at the UM and will have the opportunity to visit research laboratories as part of a demonstration of some of the topics discussed in the lectures. Students will experience unrestricted access for a firsthand account of a new generation of research lines with a new generation of labs.

In addition to a final content-based oral exam, there will be two papers for evaluation. For their midterm, students will choose a recent discovery reported in the press and investigate the scientific claims and integrity of the reporting. In the final paper, the student acts as the reporter, and will write an opinion piece on a topic of research in either MERLN or M4I; this report will be informed by an interview with one of the lecturers.

This course is designed for top students with a concentration in the sciences who wish to advance their learning to the next level, beyond textbooks. Students will benefit from close contact with young scientists from diverse fields and will be expected to read scientific literature to enhance their learning. Skills learned within this course will be highly applicable for more advanced degrees (Master's, PhD) within the sciences, and within the competitive job market.

### **Literature**

Selected scientific papers.

### **Instructional format**

Lectures, tutorial group meetings, interview, lab/institute visit.

### **Examination**

A midterm paper, final paper and final oral exam.

## **SCI3051 Data Analytics**

### **Course coordinator**

M. Peeters, School of Business and Economics, Quantitative Economics  
m.peeters@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences & Social Sciences

### **Prerequisite**

SCI2033 Data Mining.

### **Recommended**

SSC2061 Statistics 1.

### **Objective**

- This course aims at getting hands-on experience in analyzing managerial decision processes, based on available data, and using quantitative techniques for decision making

### **Description of the course**

This course treats the theory and practice of Business Analytics. Tools for the analysis of data are discussed, as well as methods for discovering knowledge from information and using this knowledge for intelligent decision making.

The course consists of applying up-to-date data mining techniques on real-life problems. These techniques will be implemented with modern software tools (SAS, SPSS modeller, Tableau, WEKA, XLMiner). We study how (and how not) to extract information from large data bases with standard techniques from data mining and how to interpret the results.

The first cases, selected from the literature, are used to get experience with the mentioned goals. The last two or three cases are selected from business practices based on current topical developments of the various disciplines involved with data oriented decision making: financial, marketing, supply chain management etcetera. These cases will be introduced by the selected companies. Some companies involved in previous years are: VISA (London), Proctor & Gamble (Brussels), and Smurfit-Kappa (Roermond).

### **Literature**

- Data Science for Business, What You Need to Know about Data Mining and Data-Analytic Thinking, by Foster Provost and Tom Fawcett, O'Reilly Media 2013. ISBN 978-1-4493-6132-7, EBook ISBN 978-1-4493-6131-0 (not compulsory).
- Articles, made available through Student Portal.

### **Instructional format**

Lectures and tutorial group meetings.

### **Examination**

Papers and Participation.



# ***Social Sciences (SSC)***

## **SSC1005 Introduction to Psychology**

### **Course coordinator**

Dr. A. H. van der Lugt, Faculty of Psychology and Neuroscience, Cognitive Neuroscience,  
arie.vanderlugt@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall / Spring	1 / 4	5	Social Sciences

### **Prerequisite**

None.

### **Objectives**

- To engage students in scientific inquiry about psychological processes.
- To introduce students to the various subfields of psychology as an academic discipline.
- To gain a basic understanding of the methods of psychological research.

### **Description of the course**

Psychology is all around us. Psychology permeates our everyday lives. It is therefore not surprising that the science of psychology has received great interest from behavioral scientists and the general public alike. We are all amateur psychologists. We all want to know what makes us and other people tick! However, our common sense understanding of how people think, feel and act is often misguided. The self-referential nature of psychology has caused some people to believe that psychology is not a science at all! This course will show you that psychology is a science, and that it encompasses the collaborative efforts of scientists from many different disciplines. Psychology is the study of behaviour and mental processes, and as psychologists we aim to describe, understand, predict, and sometimes change behaviour. Psychologists study human behaviour and mental life from different perspectives (i.e. biological, individual and social) and at different levels of analysis (from genes and the brain up to the social and cultural level). We will consider what these different approaches have to offer in our quest for an understanding of the human mind, the brain, and behaviour. Along the way, scientific methods of psychological research will be introduced by addressing some of the main questions that drive contemporary psychology: How do we experience fear or happiness? How do we (think we) see the world around us? How do we learn, remember and forget things? Where should we draw the line between normal and abnormal behaviour? How social are humans? When do people harm or help others?

### **Literature**

- Gray, P. & Bjorklund, D.F. (2014), Psychology (7th ed.). New York: Worth Publishers.
- E-reader.

### **Instructional format**

Observational research practical, tutorial meetings and lectures.

### **Examination**

Small research report, presentation and written exam.

## **SSC1006 International Relations: Themes and Theories**

### **Course coordinators**

B. Erdogan (MA), Faculty of Law, International and European Law,  
birsen.erdogan@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall/Spring	1 / 5	5	Social Sciences

### **Prerequisite**

Students cannot take this course in their first semester.

### **Objective**

- To provide students with an introduction to the main approaches and many key issues in International Relations.

### **Description of the course**

This first part of the course discusses several important theories and issues linked to theories such as the foreign policy of great powers, conflicts in the Middle East, democracy and the European Union, global economic structure and the efficiency of international organisations. This part of the course aims to introduce students to the main approaches and themes of International Relations, including international system, wars, power, nuclear weapons, cooperation and international institutions.

The second part of the course covers less mainstream approaches and some neglected issues about the 'other' side of world politics, for instance environmental issues, the problems of the developing world, gendered-biases, economic inequalities, the construction of partial knowledge, the legitimization of power politics, the representation of images, establishment of stereotypes and the reproduction of hegemony.

Since this is an introductory course establishing a foundation for the follow-up international relations courses, it introduces theories and covers discussions about how each one of them interprets the world. It is important in this course that students become aware of the theoretical richness of the discipline, and that there is not a single 'right' way to answer questions about what is happening around us in the world. Students are given a chance to discuss and to apply those theories to different and more specific cases and issues. For this reason, this course is an opportunity to learn and use international relations theories, concepts and models in daily news and real time developments in the world. Case studies or specific issues are provided by the course literature. In addition to this, in some tutorial meetings, students will be asked to bring news items of their own choice from newspapers and news agencies. Thus, the course is based on active student participation.

### **Literature**

- E-readers and several other visual, audio or written material

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Midterm and final exams will be in the form of take-homes. Midterm will cover the first half of the course. Final will cover the whole course. Students will also be graded by the news items they bring to the tutorial meetings, by making and presenting a poster and by their class participation.

## **SSC1007 Introduction to Law and legal Reasoning**

### **Course coordinator**

Dr. G. Arosemena, Faculty of Law, Human Rights,  
gustavo.rosemena@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall / Spring	1 / 4	5	Social Sciences

### **Prerequisite**

None.

### **Objectives**

- To introduce students to the basic areas of law (contracts, property, torts, criminal law, international law etc.).
- To familiarize students with the methods of legal reasoning.
- To illustrate to students how law arises in response to social problem and how it is different from other domains such as politics and morality.

### **Description of the course**

This course aims to introduce students to the general content of modern law and to the discipline of legal reasoning. These two go together. Law cannot be fully understood in abstraction of the particular way that lawyers, judges and other expert operators of the legal system look at it. Coming out of the course, students should be able to understand what law is and how it is different from (and similar to) morality, identify the main branches of Law and their basic institutions, recognize and differentiate the principal values underlying those branches and understand the nature of legal reasoning and be able to apply it to legal problems.

It is often assumed that to study law means essentially to study the law of a particular jurisdiction. A Dutch lawyer studies Dutch law and a German lawyer studies German law, and there is little that they share beyond the name of their chosen profession. This picture is misleading. Despite the fact that every country establishes its own legal system, there is much less diversity in law than what one would imagine. A key theme of this course is that law arises naturally as a solution to various social problems and, to the extent that human societies face the same problems, similar responses appear almost everywhere. Even though details may vary, contract, property, inheritance, marriage, constitutions and crimes exist in almost all modern societies. Instead of focusing on specific sets of rules like the Dutch Civil Code, or the French Criminal Code, this course focuses on these widely shared problems and widely shared institutional responses.

With regards to legal reasoning, the course asks students to create a tax, which will help them understand how law can be used as a policy tool for regulatory and redistributive purposes. In this connection, the course will also include a “workshop” where students will be asked to go through a high profile judgment and identify the logical moves taken by a court to justify its decision.

### **Literature**

- Jaap Hage & Bram Akkermans, Introduction to Law (Heidelberg: Springer 2017).
- Additional material on legal reasoning provided by the instructor.

### **Instructional format**

Tutorial group meetings and weekly lectures.

### **Examination**

Written exam plus assignment.



## **SSC1009 Introduction to European Integration**

### **Course coordinator**

Dr. D. Fromage, Faculty of Law, International and European Law,  
diane.fromage@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

### **Prerequisite**

None.

### **Objectives**

- To examine the development of European integration during the 20<sup>th</sup> century.
- To examine the way Europe operates in the 21<sup>st</sup> century as well as discuss the problems and challenges it currently faces.

### **Description of the course**

This course analyses critically the evolution of European integration from the late 1940s until today. It first seeks to explain and rationalize the birth of the European Communities in the 1950s, their slow development in the 1960s and 1970s as well as the revival of the integration process from the mid 1980s. After having taken a close look at European integration in the East during the Cold war time, the course covers a chronological and detailed analysis of the Treaties of Maastricht, Amsterdam and Nice, the death of the notorious European Constitution and the final adoption of the Treaty of Lisbon. It also provides space for the analysis of current developments, such as Brexit or the Rule of law crisis, as they are unfolding. The course will enable students to develop their own views on whether the current European Union can be labelled as a success or not, and to assess the numerous critical views expressed in the media on the future development and direction of the European integration process.

### **Literature**

- Reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A written exam and a research paper.

## **SSC1025 Introduction to Political Science**

### **Course coordinator**

Dr. R. Haar, University College Maastricht,  
roberta.haar@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

### **Prerequisite**

None.

### **Objectives**

- To introduce students to the concepts, ideas and theoretical underpinnings which constitute the study of government and politics.
- To outline the scope of political science and its central themes.
- To provide the intellectual skills necessary for coming to informed judgments about political issues.

### **Description of the course**

This course will be an introduction to a field of study that is often subdivided into five or more disciplines. The subdivision list includes International Relations, Comparative Government, Political Theory/Philosophy, Public Policy/Public Administration and finally a state-centric discipline which depends on your country of origin (i.e. American Politics or Dutch Politics to name two).

The course will start with a simple examination of the meaning of the word "politics." How much of politics is really about solving distribution problems? In other words, a limited amount of resources in society must be distributed in some equitable manner. After this initial discussion, the course will move to consider the central themes of Macro politics, with particular emphasis on the classification of political systems, political ideology and political authority.

Themes in Micro politics are addressed in the second half of the course. Micro politics refers to the study of how individuals "fit" into their political system. Micro political topics will include political socialization, political groups, elections, voting, political parties, party systems and political leadership. The course ends with a look at system performance and how to bring about change in political systems when performance is wanting.

To help students understand and relate to the political realm in which they exist, each student is required to embark on an individual research paper about their country of origin. It is hoped that this assignment will not only allow students to apply concepts learned in the course but also prompt them to expand their knowledge of how to use resource materials available via the library.

### **Literature**

- Heywood, A. (2018). *Politics*, 5th edition. Basingstoke, UK: Palgrave.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A final exam (consisting of multiple choice questions, true and false questions and essay questions) and a research paper.

## **SSC1027 Principles of Economics**

### **Course coordinator**

Dr. S. Terstiege, School of Business and Economics, Department of Economics (AE1),  
s.terstiege@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall/Spring	2 / 5	5	Social Sciences

### **Prerequisites**

Standard high school knowledge of basic mathematical concepts such as solving equations, reading and working with graphs, and manipulating inequalities is expected. Students who lack this knowledge are advised to take SCI1010 Basic Mathematical Tools first.

In economics, no prior knowledge is assumed.

Knowledge of basic mathematical concepts such as solving equations, reading and working with graphs, manipulating inequalities, and elementary calculus. Students who lack this knowledge are advised to take SCI1010 Basic Mathematical Tools first.

### **Objective**

- Get acquainted with basic ideas and concepts to understand economic debates and be prepared for possible further economics courses.

### **Description of the course**

This course introduces basic economic ideas and concepts. In the lectures, we start with markets, behaviour on markets, outcomes of markets, and different market forms. Here, we use game theory to analyze situations with strategic interaction (e.g., oligopolistic competition). We then turn to the idea of comparative advantage as an explanation for trade patterns. While this first part of the course mainly covers microeconomic topics, the second part is devoted to macroeconomics. Here, we first consider macroeconomic indicators (e.g., GDP) and then study economic fluctuations (e.g., the Great Recession of 2007–2009) as well as economic policy. Further topics (e.g., the monetary system) are covered in the tutorials. Through presentations and special debates (e.g., on Behavioral Economics), the tutorials give the opportunity to apply and reflect on some of the contents of the course.

The course provides a foundation for many other economics courses at UCM. It is a strict or recommended prerequisite for courses such as SSC2020 (The Economics of Information), SSC2038 (International Macroeconomics), SSC2043 (Development Economics), or SSC2048 (Intermediate Microeconomics).

The course introduces basic economic ideas and concepts. In the lectures, we start with markets, behaviour on markets, outcomes of markets, and different market forms. Here, we use game theory to analyze situations with strategic interaction (e.g., oligopolistic competition). We then turn to the idea of comparative advantage as an explanation for trade patterns. While this first part of the course mainly covers microeconomic topics, the second part is devoted to macroeconomics. Here, we first consider macroeconomic indicators (e.g., GDP). The last lecture is about economic fluctuations (e.g., the financial crisis) and economic policy. Further topics (e.g., the monetary system) may be discussed in the tutorials.

### **Literature**

- Acemoglu, D., D. Laibson, and J.A. List (2015), *Economics*, global edition. Pearson.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Written final exam, presentation, special discussion session, participation.

## **SSC1029 Sociological Perspectives**

### **Course coordinator**

Dr. K. Heidemann, University College Maastricht,  
kai.heidemann@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

### **Prerequisites**

None.

### **Objective**

- To become conversant in the foundations of sociological thought and theory.
- To gain understanding of the primary areas and topics of sociological analysis.
- To be able to apply sociological concepts and theories to the study of pertinent social problems.
- To reflect on the relevance and utility of sociology in the 'everyday' world and public policy-making.

### **Description of the course**

This course offers an introduction to the social scientific discipline of sociology. The course focuses on various foundational areas of sociological research and theorizing in order to explore how sociologists approach the study of various social processes, practices and problems. Some key questions explored include: What is Society? How are individuals shaped by society? To what extent can and do individuals shape society? How have different societies developed historically? How do societies distribute wealth, income and other resources? How do societies establish particular kinds of political authority and power relations? How are cultural identities, values and beliefs reproduced over time? What are the sources of conflict, consensus and change in society? Working from a global comparative perspective, the course will introduce students to different strands of sociological theorizing, the distinctive levels of sociological analysis, and some of the most central areas of sociological investigation, such as class, race/ethnicity, gender, sexuality, culture, media, education, marriage, work and globalization. Periodic attention will be given to applying the sociological lens to the analysis of pressing social issues and problems in the contemporary world, such as inequality and violence.

### **Literature**

- Sociology: A Global Perspective (9<sup>th</sup> Edition) by Joan Ferrante.
- Selection of E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Two short concept clarification essays and a final exam.

## **SSC2004 Clinical Psychology**

### **Course coordinator**

Dr. M. Heins, University College Maastricht,  
manuela.heins@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### **Prerequisite**

One of the 1000 or 2000 level psychology courses offered at UCM.

### **Objectives**

- To make students familiar with the most common psychiatric disorders; their clinical pictures, diagnostic criteria, the etiological theories and the empirical findings that either support or refute the theories, current ways of treatment, and the effectiveness of the therapies.
- To give students a basic idea of what clinical interviews are and what it feels like to 'have' a psychiatric disorder by writing a patient role and playing that role.
- To learn basic clinical interview techniques.

### **Description of the course**

The course *Clinical Psychology* is concerned with mental disorders. It is aimed at understanding mental and behavioural distress and/ or dysfunction and thereby learning about how to promote subjective well-being and personal adaptation. On the basis of case descriptions, important clinical pictures of a.o. different anxiety disorders, eating disorders, addictions, mood disorders, psychotic disorders, and personality disorders are examined.

Questions that are raised continually during the course are: What is the clinical picture of...? Where is the boundary between no need for care and need for care? What causes such a disorder? And what can be done about the disorder? At the end it will be clear that there is a gap between theory and practice, between scientific thinking and clinical treatment. A number of different theoretical schools will also be examined, and these schools explain/treat psychiatric disorders in keeping with their favorite theory. The choice of theory/treatment in most cases is thus based on ideology and not empirical findings, and the question is whether this situation is so desirable.

### **Literature**

- Various textbooks on clinical psychology (can be found in UM library and UCM Reading Room).
- E-readers.

### **Instructional format**

Tutorial group meetings, lectures, clinical interviews and role-playing by students.

### **Examination**

A final exam with a minimum of 6 open questions and a written patient role, a letter of patient referral, and interview report.

## **SSC2006 Developmental Psychology**

### **Course coordinator**

E. Persoon, Faculty of Psychology and Neuroscience, Cognitive Neuroscience,  
eveline.persoon@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

### **Prerequisite**

SSC1005 Introduction to Psychology.

### **Objectives**

- To teach students what kind of changes underlie psychological development.
- To teach students how children develop psychologically in perception, cognition, language, personality and emotions from infancy to adolescence.
- To teach students about developmental disorders such as autism and ADHD.
- To provide students with knowledge on elementary biological processes that underlie psychological development.
- To provide students with knowledge about the learning processes that children have at their disposal such as habituation and social learning.

### **Description of the course**

The development of and changes in psychological functions from birth through adolescence are the topic of this course. These changes will be illustrated with many empirical findings and explained by some theoretical models. Such influential older theories as that of Piaget will be compared to more recent information processing models of development. How does a child reason? How does a child become faster and better in learning? How does a child succeed in developing from almost nothing into an adult? How do children learn to perceive and to think (the so-called cognitive development) ?

In addition to these questions, attention will be paid to language development because it is amazing to see how a newborn baby, who does not understand a word and cannot say anything, learns to talk within a period of two or three years without, incidentally, the use of dictionaries or grammar books. The social-emotional basis for later development will be explored. It concerns the attachment relations to mothers and fathers. How do infants form attachments? Is attachment important? Do our early attachments influence our later emotional development? Other social-emotional topics are temperament and aggression. Not every development ends in a "normal" child. The course will address deviant development too, such as disorders as autism and ADHD. When is an active young boy normal and when do we say that he has ADHD?

### **Literature**

- To be announced.
- Selected chapters and journal papers.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

There is a midterm and final examination consisting of written essay questions.

## **SSC2008 Organization Theory**

### **Course coordinator**

S. Zaar, School of Business and Economics, Organization and Strategy,  
s.zaar@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### **Prerequisite**

None.

### **Objectives**

- To provide a birds' eye view of organization theory from its historical roots to the main contemporary issues and controversies.
- To give students an insight into recent theoretical developments in organization theory to bear on organizational management and professional practice.

### **Description of the course**

Organization theory is a field of social science that has traditionally been occupied by various disciplines. Economists, sociologists, (social) psychologists, political scientists and cultural anthropologists all have entered the debate in explaining the role and functioning of organizations and their members.

The course starts off with the fundamental question: Why study organizations? Why study theories about organizations and organizing? Is there any immediate practical value to such studies? From then on we deal with variety of topics such as design thinking, basic organizational design configurations; organizational culture; environmental contingencies; radical versus continuous change; the impact of institutions; managing innovation in and between organizations; and new organizational forms such as virtual and meta-organizations.

### **Literature**

- Academic journal articles, (business) press articles, case texts, etc.

### **Instructional format**

Introductory lecture and tutorial group meetings: based on PBL with short students' presentations at the end.

### **Examination**

Active participation in the tutorial sessions; midterm paper; short presentation at the end of one tutorial session, and final written essay exam.

## **SSC2018 Advertising: Marketing Communications of Brands**

### **Course coordinator**

Prof. dr. G. Odekerken-Schröder, School of Business and Economics, Department of Marketing and Supply Chain Management  
g.odekerken@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

### **Prerequisite**

None.

### **Recommended**

SSC1027 Principles of Economics.

### **Objectives**

- To give students an introduction to the communication of brands to consumers. On the one hand a strong theoretical foundation will be built by studying the textbook chapters and journal articles (E-reader). On the other hand, we will continuously translate this theory to practice, by means of short articles from the business press (E-reader), brief student presentations, and one larger group project.
- Next to being instructive and interesting, this course can also be a lot of fun. We are confronted with brands and advertising every single day, and it is challenging to explore the processes by which this is done.
- To have an in depth understanding of the theories concerning branding, marketing communication and consumer behavior, and of the implications of these theories for marketing management. Skills that will be developed/ enhanced during this course are: presentation skills, teamwork skills, writing skills, analytical skills, reflection skills and creativity skills.

### **Description of the course**

This course covers foundations of brand management and marketing communications (including advertising). The course will take a strong consumer-based focus, therefore the foundation of branding and advertising in consumer behavior and consumer psychology theories will be discussed. We will discuss theory that is at the foundation of branding and advertising and then apply it through team assignments on students' chosen brands. The course consists of two parts:

- In the first part we will deal with brand management: In the brand management part the nature of brands in consumers' minds, the concept of brand equity and instruments to build and leverage brands will be discussed.
- In the second part we will focus on integrated marketing communications. In the integrated marketing communications part we will have a look at the concept of Integrated Marketing Communications, the communication process and theories of consumer behavior and response.

### **Literature**

- To be announced

### **Instructional format**

This course consists of 13 tutorial group meetings. Most of the educational group meetings are structured as follows: In the first hour we will critically reflect on and discuss the literature for that meeting.

We will explore the theoretical concepts discussed in the articles and chapters and make sure that everyone understands the big picture. In the second hour, we will apply the studied literature to practice.

The tutorial groups will be divided into three or four teams, and each team will be responsible for a brand during the whole course.

For most sessions there is a small team assignment to be prepared by each team about the specific brand the team has chosen. In essence it means using "your" brand to give a practical example of the literature.

Furthermore there will be a mid-term assessment in the form of a paper of maximum 8 pages, in which you will have to individually reflect on the brand management topic we discussed in the first part of the course. In week 7 there will be a final assessment in the form of a team presentation (an integrated communications plan) about your brand and a proposed brand extension. Students' assignment is to reflect on the decision of extending the brand into the proposed category, to decide what the brand extension should look like and to set up a launch plan for the brand extension (an IMC plan)..

### **Examination**

There is no final exam in this course. Examination consists of participation, the small team assignments that are to be presented during the tutorial sessions, the mid-term individual paper and the final group assignment.



## **SSC2019 Social Psychology**

### **Course coordinator**

Dr. J. Alleva, Faculty of Psychology and Neuroscience, Clinical Psychological Science,  
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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisite**

SSC1005 Introduction to Psychology.

### **Objective**

- To provide an introduction to social psychology.

### **Description of the course**

Social psychology is the scientific study of the ways in which people's behaviour, thoughts, and feelings are influenced by others. This course will cover the core themes from social psychology – such as attitudes and attitude change, conformity, and aggression – and how they can be scientifically investigated. During the course, students will also participate in a “Humans of Maastricht” project. In this project, students will make contact with their self-perceived “out-group,” applying social psychological theories and concepts to their experiences and reducing their own stereotypes and prejudice in the process.

### **Literature**

#### Basic books:

- Hewstone, M., Stroebe, W., & Jonas, K. (2015). *An introduction to Social Psychology* (6<sup>th</sup> Ed). Chichester: Wiley. ISBN: 978-1-118-82353-8

#### Additional readings:

- Dickerson, P. (2011). *Social Psychology: Traditional and Critical Perspectives*. Boston: Pearson Education.
- E-reader.

### **Instructional format**

Tutorial group meetings, practical assignment (2 meetings), and lectures.

### **Examination**

A test with multiple choice and open questions (during the last week of the course) and a written report concerning the practical assignment.

## **SSC2020 The Economics of Information**

### **Course coordinator**

To be announced, School of Business and Economics, Economics

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

**NB:** This course was formerly known as SSC2020 Infonomics.

### **Prerequisite**

SSC1027 Principles of Economics.

### **Objective**

- To understand and analyze the markets of information goods.

### **Description of the course**

An information good – such as for instance a book or software – significantly differs from a usual good, since it has a very high fixed cost for producing the first copy and a negligible marginal cost for producing every additional copy. Yet, markets of information goods obey the *main principles* of economic theory.

The aim of the course is to study the market of information goods. We will analyze topics from the theory of information goods, such as versioning, bundling or lock-in.

The requirement for the course is a solid background in microeconomics.

### **Literature**

#### **Compulsory textbook**

- Shapiro, C., & Hal R. V. (1999). *Information Rules: A Strategic Guide to the Network Economy*. Harvard Business School Press.

#### **Background literature**

- Perlof J.M. (2012) - *Microeconomics*, Pearson, 6th Edition.
- Pindyck R. & Rubinfeld D. (2012) - *Microeconomics*, Pearson, 8th Edition.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Participation, take home assignment, presentation, final exam.

## SSC2022 Accounting and Accountability

### Course coordinator

S.H. Braakhuis (drs, RC) , School of Business and Economics, Accounting and Information Management,  
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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### Prerequisite

None.

### Objectives

- To give students the ability to apply basic bookkeeping (making journal entries and preparing basic financial statements) and management accounting techniques (e.g. cost analysis, cost behavior).
- To provide an understanding of international accounting rules and principles.
- To provide an understanding of the basics of related fields like corporate governance, auditing and management control.

### Description of the course

Accounting is usually studied from a financial point of view. This conventional view sees accounting as identifying, measuring and communicating financial information to enable informed judgments and decisions by the users of information. From this financial perspective, accounting is mainly split into two complementary fields: financial accounting and management accounting.

In financial accounting the external use of accounting information is discussed. The most important outcome of the financial reporting process is the annual report, containing the firm's financial statements. During the course students will learn essential bookkeeping techniques, that is, how to make the necessary journal entries and prepare basic financial statements. Furthermore, the underlying principles of financial accounting rules will be studied.

In discussing the subject of management accounting, which has an internal focus (aimed at managers), the course will concentrate on the value of management accounting information for the internal decision-making process. In general, the purpose of management accounting is to facilitate (e.g., cost calculations) and influence decision-making (e.g., performance evaluation).

This course is however not bound by this (narrow) financial framework. It acknowledges that accounting is gradually evolving from an entirely financially oriented discipline to one that also studies non-financial information, including contemporary concepts such as corporate governance and corporate social responsibility. As such, it discusses accounting within a broader framework, extending the notion of accounting to a societal phenomenon. In this respect we will also discuss the role accounting has possibly played in the recent financial crisis.

A topic of special importance in accounting and accountability nowadays is corporate governance. In essence, corporate governance deals with the relationships between a company's management, its board of directors, shareholders and other stakeholders. Specifically, the course will discuss some major important accounting scandals (Enron, WorldCom) and the role corporate governance played in these scandals.

### Literature

- Bhimani, A., C.T. Horngren, S.M. Datar, G. Foster (2015). *Management and Cost Accounting*, Prentice-Hall, 6th edition.
- Harrison, W.T., C.T. Horngren, C.W. Thomas & T. Swardy (2014). *Financial Accounting – International Financial Reporting Standards*, Pearson, 9th edition/global edition.
- Selected chapters from other text books.
- Research articles available via the Student Portal.

### Instructional format

Tutorial group meetings.

### Examination

The final grade consists of the following assessments: a group presentation, individual class participation, a midterm exam and a final written exam, both consisting of multiple choice and open questions.

## **SSC2024 International Law**

### **Course coordinator**

Dr. I. Westendorp, Faculty of Law, International and European Law,  
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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisite**

SSC1007

Introduction to Law and Legal Reasoning or another law course.

### **Objective**

Students who have taken this course have in-depth knowledge of the characteristics of international law in comparison to national law systems and they will understand how the two systems complement each other. In this context, students can analyze the domestic situation of a State as regards the way in which international law has been implemented. They can identify situations of violations of international law and they are able to determine which steps can be taken to solve conflicts in a peaceful way.

- In addition, students will have acquired legal skills. In general, they will be able to apply legal theory to concrete cases. More in particular, they can find international legal sources, they are able to closely read and analyze legal documents (especially case law), they can identify legal problems, and they are able to use legal arguments in favour or against a certain legal position.

### **Description of the course**

In particular since World War II international law has been subject to considerable change, both in scope and in content. The number of State actors has grown as the result of the process of decolonization. A large number of international organizations and institutions have emerged as subjects of international law, and also individuals have international legal personality to some extent. Transnational corporations increasingly constitute an important economic power factor in international relations. The need for international cooperation became progressively evident in order to maintain international peace and security, to promote economic and social development, to safeguard the environment and to uphold human dignity.

The course focuses on some of the more traditional issues of international law as well as on some new developments. The topics are: the changing nature and enforceability of international law, subjects and sources of international law including the law of treaties, recognition, territory, human rights, the law of the sea, State responsibility, international environmental law, peaceful settlement of disputes, and the use of force.

One session will be in the form of a moot court on an international environmental law case for which students will prepare by writing a (short) memorandum of pleading. Both the paper and the oral pleading are part of the mid-term examination.

### **Literature**

- Henriksen, Anders, *International Law*, Oxford University Press, Oxford, 2017 ISBN: 9780198753018 TMC Asser Institute (last ed.)
- *Elementary International Law (Elementair Internationaal Recht)*, TMC Asser Press. ISBN: 9789067043496.

### **Instructional format**

Tutorial group meetings, lectures and a moot court session.

### **Examination**

Writing a memorandum of pleading and holding an oral pleading in a moot court setting.  
A final written exam consisting of a case with essay questions.

## **SSC2025 Memory**

### **Course coordinator**

Dr. V. van de Ven, Faculty of Psychology and Neuroscience, Cognitive Neuroscience,  
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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisite**

SSC1005 Introduction to Psychology; SCI2034 Brain and Action is strongly recommended.

### **Objectives**

- To help students acquire knowledge of recent as well as classic theories in the field of memory acquisition, consolidation and retrieval, for short- and long-term declarative memory.
- To provide knowledge of the principles of forgetting, reconstructive processes and false memories.
- To provide knowledge about the biological basis of memory acquisition, storage and retrieval.
- To familiarize students with relevant basic brain anatomy.
- To provide experience with common experimental designs in memory research.

### **Description of the course**

In our everyday cognitive functions we rely heavily on multiple types of memory. This includes seemingly trivial actions, such as remembering your grocery shopping list, to navigate through Maastricht, and to have a sense of your own identity. How are memories formed and maintained in our mind and brain? Do we have multiple memory systems, or just one memory mechanism from which the richness of memory is derived? What happens if our memory fails us, when we forget or when we remember falsely? This course investigates the cognitive correlates (information processing) and neurobiological mechanisms of declarative, or explicit memory. We will discuss a number of cognitive models, including Baddeley's Working Memory model, the Modal model, and interference theory in forgetting. In addition, we will discuss synaptic and molecular mechanisms of memory, such as long-term potentiation (LTP), the role of the hippocampus in memory formation and retrieval, and the cognitive and neurobiological mechanisms that may strengthen or weaken an existing memory. These research topics rely on many decades of cognitive and neuroscientific research that has been awarded with Nobel prizes several times (in 2000 to Prof. Kandel for synaptic plasticity and in 2014 to Profs. O'Keefe and Moser/Moser for hippocampal place cells and navigation).

Throughout the course, we will discuss relevant methodological issues regarding memory research. Importantly, please be aware that brain anatomy and function are an important part of this course; an interest in and understanding of these fields at the level of Introduction to Psychology or higher is strongly recommended. In addition to the tutorial meetings, students will complete a practical and paper assignment in which memory performance of real subjects is assessed.

### **Literature**

- To be announced.
- E-reader.

### **Instructional format**

Tutorial group meetings, practical meeting, and lectures. During the practical meeting, a number of memory tests will be studied. Students are required to test several subjects (e.g. friends, family, fellow students) and write a report on their findings.

### **Examination**

Assessment will be based on a practical report and a final exam.

## **SSC2027 Law and Society**

### **Course coordinator**

Dr. S. Hardt, LL.M, Faculty of Law, Public Law,  
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Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

### **Prerequisites**

SSC1029 Sociological Perspectives, SSC1007 Introduction to Law and Legal Reasoning, or  
SSC1003/SSC2065 Theories of Social Order.

### **Objectives**

- To study law as a social phenomenon and discuss several theoretical approaches to law and society.
- To examine a variety of legal processes, such as conflict resolution, lawmaking, social control and change, and to seek to understand how they function empirically.
- To examine and understand the interrelations between law (as an academic discipline) and other fields of study.

### **Description of the course**

Legal scholars generally focus their attention on the law as it appears in books. They look at formal manifestations of the law, such as constitutions, statutes, legal rulings and court structures. While this is certainly an important aspect of studying law, we would miss quite a lot if we limited our attention to the formal structures of law, and ignored the larger society in which law functions. While law in action bears some resemblance to law in books, law as a social phenomenon is often far more complex than is apparent from the formal manifestations of law alone. This course looks at the law in action: it studies law as a social phenomenon. Only when we understand how the major elements of a legal system function together in a specific social context, can we really understand how law affects society and how society in turn shapes law.

The first part of the course will introduce the sociological study of law. We will give an overview of the field, discuss several prominent theoretical approaches and examine various methods of researching socio-legal questions. The second part of the course will examine several legal processes in detail, using the tools that were developed in the first half of the course. In particular, we will look at the organization of law, the making of law, law as a means of social control, dispute resolution and law as a means of social change.

### **Literature**

- Sutton, J.R. (2001) *Law/Society: Origins, Interactions, and Change*. Pine Forge Press, Thousand Oaks – London (available as a full-access e-book through the University Library).
- A number of articles and book chapters, available (through databases to which UM is licensed) on Student Portal.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A midterm exam which will consist of open-ended essay questions on the theories studied and how they can be used to construct explanation and a research paper on a socio-legal topic.

## **SSC2028 Classical Sociology**

### **Course coordinator**

Dr. K. Heidemann, University College Maastricht,  
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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisites**

SSC1029 Sociological Perspectives, OR SSC1003/SSC2064 Theories of Social Order  
Students must have completed Research Methods (SKI1004 + SKI1005) as this course requires basic working knowledge of social scientific methodology.

### **Recommended**

The course coordinator strongly advises students who are still in their first year **not** to take this course.

### **Objectives**

- To become conversant in the theoretical foundations of classical sociology.
- To evaluate and assess these theories in a constructive manner.
- To compare and contrast social theories in a critical fashion.
- To be able to apply these theories to the study of contemporary society.
- To understand the socio-historical context from which these theories emerged.
- To reflect on the relevance and utility of social theory more generally.

### **Description of the course**

This course is part one of a sequence of courses tracing back through the historical development of sociological theory. We will engage with the works of early theorists such as Emile Durkheim, Karl Marx, Max Weber, W.E.B Dubois, Jane Addams and George Simmel. Some of the basic lines of inquiry we will pursue include: What were the big questions driving the formation 'classical sociology'? Are these questions still relevant today? What is the basis of social order and structure? How and why do societies change? What are the causes and consequences of conflict in society? What place does the individual hold in the study of society? Throughout the course, we will read original materials accompanied some contemporary interpretations of the classics. This is an essential course for students interested in the foundations of sociology and the social sciences more broadly.

### **Literature**

- *Understanding Classical Sociology (2003) Hughs, J. Sharrock, W. and Martin, P. [eds] Sage: London*
- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Presentation, chairing a tutorial and final take-home exam.

## **SSC2036 Introduction to Business Administration**

### **Course coordinator**

Dr. P. Bollen, School of Business and Economics, Organization and Strategy,  
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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisite**

None.

### **Objective**

- To introduce students to topics in business administration. In addition, the course prepares students for courses in marketing, organization, finance, strategy, supply chain management and accounting.

### **Description of the course**

Business administration studies economic problems within the firm and relates to problems in the fields of marketing and logistics, finance, accounting and information management and organization and strategy. Business administration aims to provide an integrated view of all the various (sub) disciplines. This course introduces students in the various topics that are related to business administration so that students have basic knowledge for the more specialized courses in marketing, organization, finance, strategy, supply chain management and accounting. The course will be centered around a real-life management simulation: Market Place live.

### **Literature**

- E-reader.
- Course material on Market Place live (for which you must purchase an individual licence).

### **Instructional format**

Tutorial group meetings, team work and lectures.

### **Examination**

A midterm test, tutorial group participation, participation and ranking in market place live management simulation.



## **SSC2037 Violence and Conflict: Theories, Themes and Cases**

### **Course coordinators**

B. Erdogan (MA), Faculty of Law, International and European Law, International Relations,  
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Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

### **Prerequisites**

At least two 2000-level courses in Humanities or Social Sciences.

**Important note:** Some background knowledge on important conflicts in history, current conflicts and issues around them, IR theories, and Philosophy of Science is helpful in this course. Students are expected to be familiar with the major events in the world (regarding conflicts and wars) and they should be able to find and analyse all information about them.

### **Objectives**

The objectives of this course are to survey the theory and practice of violent conflict and its resolution. The course will discuss some current issues in conflict studies related to the identity, community, belonging, human needs, structural issues, greed and grievances, discourses of violence and conflict, possible causes of communal violence, economic and environmental issues, third-party intervention, mediation, peace-building and reconciliation in the different stages of preventing, containing and ending violent conflict, as well as to gain insight into basic elements of peace and security studies, conflict management and international politics. Specifically objectives of the course is:

- To discuss and learn what conflict means and why groups resort to violence;
- To discuss conflict types and trends in the contemporary world;
- To get familiar with conflict models and conflict studies, such as primordial, constructivist, discursive and cultural approaches;
- To discuss ontological and epistemological issues regarding conflicts studies;
- To apply these models, concepts and theories to several conflicts;
- To understand the main techniques of conflict resolution such as mediation, problem-solving workshops and the efforts of International Organisations such as United Nations;
- To discuss peacekeeping and humanitarian intervention in conflict resolution;
- To get introductory knowledge on ending conflicts and post-conflict reconstruction, peacebuilding and reconciliation processes..

### **Description of the course**

In this course, we will focus on contemporary conflict resolution. The course will cover many issues related to the theories, causes and models of violent conflict in the first part, and then conflict resolution, including prevention of conflicts, (issues of early warning and early action), halting ongoing violent conflict, the role and forms of mediation, peacekeeping and how to end violent conflict, build peace and transform societies to reconcile their differences in the second part.

Tutorials are enriched with case studies, interesting links, presentations and movies.

### **Literature**

- Jolle Demmers, Theories of Violent Conflict: An Introduction, 2nd Edition, 2017
- Additional articles and book chapters.

### **Instructional format**

Tutorial group meetings and lectures (Attendance is mandatory).

### **Examination**

During the course, students can submit a midterm paper or make a class presentation and write a short paper after the presentation. Final will be in the form of an extensive paper. Each assignment will be analytical and will reflect the application of the relevant literature/theories. Different deadlines will be applied to different assignments. Class participation will also be taken into account in the assessment.

## **SSC2038 International Macroeconomics**

### **Course coordinator**

Dr. K. Mau, School of Business and Economics, Economics,  
k.mau@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

### **Prerequisites**

SSC1027 Principles of Economics. Knowledge of basic mathematical concepts such as solving equations, reading and working with graphs is a prerequisite, as well as the knowledge of general macroeconomic indicators and concepts.

### **Objectives**

- To introduce students to international (macro)economics, with an emphasis on the link between theory, empirics and current policy debates.
- To provide students with the tools required to understand coverage of macroeconomic issues in the popular discourse.

### **Description of the course**

This course provides a detailed insight into global economic issues. The course starts with an analysis of the determination of exchange rates. After this, the course addresses a number of issues in open macroeconomics, including the working of monetary and fiscal policy, and the economics of the euro. This background will be used to discuss and to critically evaluate current developments in the world economy, such as the current crisis, globalization, monetary and fiscal policy in the euro zone and whether China should appreciate its yuan or not.

### **Literature**

- Feenstra, R.C. and A.M. Taylor, *International Macroeconomics*, Worth, 4<sup>th</sup>, 2017.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Participation, a project including presentations and a report, and a final written exam.

## **SSC2039 History of Western Political Thought**

### **Course coordinator**

Dr. T. Dekker, University College Maastricht,  
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Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences & Humanities

### **Prerequisite**

COR1004 Political Philosophy.

### **Recommended**

HUM1007 Introduction to Philosophy.

### **Objectives**

- To provide students with a basic grasp of the evolution of political thought in the Western tradition.
- To teach students how to study historical works of philosophy.
- To identify how issues and questions in contemporary politics and contemporary political thought have their roots in historical writings.

### **Description of the course**

When considering modern political issues it is often instructive, and sometimes humbling, to realize that many such issues have deep historical roots. For as long as human beings have been living together in societies, questions concerning how these societies should be organized have been asked. The answers that historical writers have given to these questions are still relevant today and still inform current political thinking. By investigating the questions historical philosophers were grappling with and how they sought to answer them, we may perceive more acutely the questions facing our societies and discover how we might answer those questions.

We will study important texts by 8 seminal political thinkers in the Western political tradition, from several periods in history: Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Smith and Hegel. Our aim will be to understand the particular problems they were seeking to solve and how or whether they did so. Although the main texts we will use are historical, the methods we will use are analytic. We will also read several modern texts, which take up themes from these historical texts. By applying the tools acquired in Political Philosophy (COR1004) to these texts, we will be able to come to terms with them and apply historical insight to current issues.

### **Literature**

- Cahn, S. (2005/2011/2015). *Political Philosophy*. OUP, Oxford. (All editions are acceptable).
- Several pieces of modern secondary literature in an E-Reader available on Student Portal.

### **Instructional Format**

Tutorial group meetings.

### **Examination**

Two take-home exams with open-ended essay questions.

## **SSC2042 Rights of the Child**

### **Course coordinator**

TBA, Faculty of Law, International and European Law,

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### **Prerequisite**

None.

### **Objectives**

- To provide an introduction to interdisciplinary concepts essential to the study of children's rights (human rights and psychology).
- To provide an introduction to the convention on the Rights of the Child (content, interpretation, implementation and monitoring).

### **Description of the course**

This course intends to provide a basic introduction into the root causes of large-scale and serious violations of children's rights all over the world, including in high-income states. 'Root causes' refers, on the one hand, to unmet basic developmental needs of children and, on the other hand, to harmful child-rearing practices in the present and the past. Understanding these root causes, their historical context, and their far-reaching consequences for individuals and society, is seen as essential for further (specialized) study in children's rights (related to, e.g., migration, trafficking, armed conflict, child labor, international monitoring, etc.).

Therefore, this course aims to introduce students, on an elementary level, into the science of Early Childhood (Attachment theory and brain development) and the new unified science of human development based on the ACE Study (long-term consequences of Adverse Childhood Experiences, that is, of childhood trauma and toxic stress), and to coach students to relate these new fields of academic knowledge to the universal normative State-Parent-Child framework of the CRC (Convention on the Rights of the Child, UN 1989).

### **Literature**

- Grille, Robin. *Parenting for a Peaceful World*, Second edition. Vox Cordis Press: Avalon Beach, New South Wales, Australia, 2013;
- Perry, Bruce D., and Maia Szalavitz. *The boy who was raised as a dog – And other stories from a child psychiatrist's notebook; What traumatized children can teach us about loss, love and healing*. Basic Books: New York, Revised and Updated Edition 2017.

### **Course structure**

This course involves 20 hours of in-class participation (interaction with other students and tutor), and approximately 80 hours of reading and 20 hours of presentation and paper preparation. The course is based on an active learning approach, including checking (online) sources, with an emphasis on critical (self-)reflection and peer-to-peer learning.

### **Instructional format**

Tutorial group meetings, devoted to video- and problem-based tasks and student presentations on case studies.

### **Examination**

Presentation and paper and a final take home exam.

## **SSC2043 Development Economics**

### **Course coordinator**

Dr. K. Mau, School of Business and Economics, Economics,  
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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### **Prerequisite**

SSC1027 Principles of Economics. Knowledge of basic quantitative concepts such as reading and working with graphs and simple equations is also a prerequisite.

### **Objectives**

- To provide participants with an overview of major economic concepts and policies in development issues, such as growth and population dynamics, education, aid, trade and debt.
- To deliver the skills needed to consider development problems and approach them in a rigorous and critical way, using both economic theories and policy analysis.

### **Description of the course**

The long-run development and international economic relations of developing countries are the major topics of this course. The long-run growth part deals with topics such as basic growth theories, institutions and economic development, population, education, health, savings and investment. The international relations part relates growth to migration, aid, and foreign debt including financial crises, and also covers international trade policy and development strategies

### **Literature**

- Todaro, Michael P. and Stephen C. Smith: *Economic Development* (12<sup>th</sup> edition). Pearson, 2014.
- Other reading materials will be indicated during the course.

### **Instructional format**

Tutorial group meetings and student presentations.

### **Examination**

The final grade will be based on class participation including presentation and a final examination.

## **SSC2046 Globalization and Inequality: Perspectives on Development**

### **Course coordinator**

Dr. L. Wagner, Faculty of Arts and Social Sciences, Technology and Society Studies,  
l.wagner@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences & Humanities

### **Prerequisites**

Academic Skills Training or equivalent University-level writing skills preparation.

### **Objectives**

- To understand and analyze issues of globalisation and inequality from several disciplinary perspectives and recognise links between various dimensions of globalisation, inequality, poverty and development.
- To understand theories, concepts and historical roots of global social, political and economic inequality as well as understand contemporary issues in development and the developing world, in particular:
  - Democratisation, human rights and development
  - Health and development
  - Global migration and remittances
  - Food security, natural resources and global crises
- To gain knowledge of the main global and international actors and networks in the field of development, including their aim, impact and effectiveness
- To analyze changes in 21st century geopolitical perspectives with regards to development, such as the growing impact of BRICS countries.
- To develop insight in the relations between the various global crises and recent development policies
- To use the accumulated understanding and knowledge to envision future development scenarios.

### **Description of the course**

This course critically examines structural issues of development through a lens of globalisation. 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 – that is, 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 underlying development processes and unlock the ongoing debates. The course focuses on the following themes: globalisation and development; the Global Goals for Sustainable Development; history of inequality; agencies of development; democratization, human rights and development; health and development; global migration and remittances; and food security, natural resources and global crises.

### **Literature**

- Hopper, P. (2018). *Understanding Development*. Cambridge: Polity
- Relevant academic articles, reports, book chapters and websites.

### **Instructional format**

Tutorial group meetings, lectures, group work and presentations.

### **Examination**

Presentations, a group paper and a take-home exam.

## **SSC2048 Intermediate Microeconomics**

### **Course coordinator**

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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisites**

SSC1027 Principles of Economics.

### **Recommended**

SSC2061 Statistics I.

Students taking this course should be prepared to use and manipulate basic mathematical expressions. A good knowledge of the analysis of common functions and their derivatives will be an asset for the course.

### **Objectives**

- To introduce students to the basics of microeconomic theory.
- To acquire skills in applying its analytical tools to real-life economic problems.

### **Description of the course**

Economics is the study of exchange and tradeoffs. Questions about what to buy, what to produce and how to allocate time all involve tradeoffs between different alternatives, and economists develop models to better understand the process by which individuals and firms make such decisions. With these models in hand, economists can then develop criteria by which to judge the efficiency and effectiveness of market structures, policies and institutions.

This course is a first introduction to microeconomics. It will present an overview of the basic models that constitute the foundations of modern economics. We will build the theory of the consumer and the producer from the bottom up to create models of market behavior. The goal is not to offer a complete description of the world as it exists; rather, we will seek to simplify reality with the goal of providing a concise description of a broad class of real-world circumstances.

As we progress we will touch on examples of theory in applied settings to highlight and discuss how these models characterize much of the economic behavior we observe in the real world. After developing models of the market as a whole, we'll explore extensions of the theory to the strategic behavior of firms and individuals. The theory of strategic behavior will then be used to analyze, among other things, competition policy, environmental policy and political competition between parties.

### **Literature**

- Varian H. *Intermediate Microeconomics*. (9th ed.). W. W. Norton & Company.

### **Instructional format**

There will be two regular, weekly tutorial group meetings supplemented by a number of lectures. The first lecture will introduce the course organization and content, and review the relevant mathematical background necessary to follow the course.

### **Examination**

Participation grade, writing assignment and a final exam.

## **SSC2050 Psychology and Law**

### **Course coordinator**

Dr. J. Schell-Leugers, University College Maastricht,  
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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### **Prerequisite**

SSC1005 Introduction to Psychology.

### **Recommended**

SSC1007 Introduction to Law and Legal Reasoning and/or an interest in Law.

### **Objectives**

The aim of this course is to provide psychology (but also law) students interested in legal psychology with an introduction to topics in this field:

- To gain a general impression of the topics that are within the scope of psychology & law and have knowledge regarding current issues and controversies in research within the field.
- To be able to give descriptions of methods typically used and experimental work done in these disciplines.
- To have insights into the problems that arise when psychology is applied to law in practice.

### **Description of the course**

This course focuses on applications of psychology to the legal system. It will provide students with insights and knowledge about typical themes within legal psychology. Such themes range from how reliable eyewitness testimonies in court are to whether criminals have a brain dysfunction making them permanently dangerous to society, to the role of experts in court. The role of psychologists within these themes is to ask questions that have a direct relevance to the legal arena and to conduct research to address these questions.

Drawing from areas of social, cognitive, developmental, clinical, and neuropsychology this course will deal with questions such as: Why do people commit crimes? Are children more susceptible to suggestion than adults? What is an expert witness? How reliable are different kinds of evidence (eyewitness testimonies, confessions etc.)? Are all criminals competent to stand trial? etc.

A number of controversies will also be discussed including the practice of police interrogations, the insanity defense, and the role of psychologists in court and the use of polygraph as a lie-detector test.

### **Literature**

- Book: To be announced.
- E-reader.

### **Instructional format**

Tutorial group meetings and (guest) lectures.

### **Examination**

Assessment is based on a written assignment and a final exam at the end of the course.



## **SSC2052 Public Economics**

### **Course coordinator**

T. Teh, School of Business and Economics, Economics.  
t.teh@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

**NB:** This course was formerly known as SSC2052 Public Finance.

### **Prerequisite**

SSC2048 Intermediate Microeconomics, Basic Calculus (differentiation).

### **Objectives**

- To provide a basic knowledge of the functioning and the economic significance of the public sector, with an emphasis on international issues.
- To be able to reflect and recognize the strength but also some of the limitations of traditional economic theory.
- To be able to critically assess political and economic discussions pertaining to the public sector.

### **Description of the course**

Public Economics (or Public Finance) deals with the formulation, execution and effects of government policy, or more generally with non-market mediated policies. Government and government-like organisations differ from other organisations because they can use legal coercion as a means for the realisation of their aims. The typical allocation mechanism for scarce resources in markets is the price mechanism, which - under particular circumstances - aggregates information and preferences of many different individuals in an efficient way. In many instances, however, the necessary requirements for efficient market solutions to the resource allocation problem are not given. This is where the public sector comes into play. When the price mechanism is not available or does not yield an efficient or otherwise desirable solution to an allocation problem other mechanisms for aggregating information and references are needed to allocate scarce resources and coordinate economic and social behaviour.

This course provides basic knowledge of the functioning and the economic significance of the public sector with an emphasis on international aspects. Some of the topics to be dealt with in the course are: governmental decision-making on the national and international level, role and management of the state in times of globalisation and transnational threats like global warming and international terrorism, important issues pertaining to government expenditure, taxation, and other activities (like public goods, international institutions, education, social security, health care), and mechanisms of political influence (elections and lobbying). These issues will be analysed from a normative - welfare economic - as well as from a positive - explanatory - perspective, with emphasis on the relevance and limitation of traditional economic theory.

### **Literature**

- Gruber, J. (2016). Public Finance and Public Policy, 5th edition, Worth publishers, New York.
- Hindricks, J. and Myles, G.D. (2013). Intermediate Public Economics, 2nd edition, The MIT Press, Cambridge (H&M).

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Active participation, presentation and final exam.

## **SSC2053 Public Health Policymaking**

### **Course coordinator**

Prof. dr. D. Ruwaard, MD, Faculty of Health, Medicine and Life Sciences  
d.ruwaard@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### **Prerequisite**

None.

### **Objectives**

- To make students familiar with basic issues in public health.
- To make students familiar with basic issues in public policymaking.
- To make students familiar with basic issues in public policymaking on public health.

### **Description of the course**

Students will become familiar with the following topics in public health: the epidemiology of mortality and disease; the determinants of health; the ageing of society and its implications for medical care; the unequal distribution of health; moral issues in public health; the economics of public health; health systems analysis; public health genomics; markets and public health; public health disasters. Students will also become familiar with topics in public policymaking, including: the various components of public policy (values, objectives, instruments, policy paradigm); the concept of the policy cycle (problem recognition and definition, agenda building, policy formation, policy implementation, policy evaluation and feedback); theoretical approaches of public policy making (rational model, political model, institutionalist model); stakeholder and policy community analysis; types of state-society relationships (elitist model, pluralist model, corporatist model, regulatory agency model, communitarian model); the role of power in public policymaking.

Regarding the third objective, students will learn to combine the knowledge gained under the first and second objective. Concretely, they learn to understand the implications of public health issues for public policymaking (e.g. how can we effectively tackle the problem of overweight/obesity or the problem of the unequal distribution of health? which moral issues arise in public policymaking?), and, conversely, the implications of the structure and process of public policymaking for addressing public health issues (e.g. how are public health issues defined? who dominates the agenda building process? what are the implications of the rational, political and institutionalist model for public health policymaking? what about the role of the state and society in public health policymaking? what are the specific characteristics of public policymaking in case of public health disasters?).

### **Literature**

- To be announced

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination:**

A paper, a presentation and a written test.

## **SSC2055 Entrepreneurship**

### **Course coordinator**

TBA, School of Business and Economics, Maastricht Centre for Entrepreneurship,  
@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisites**

SSC1005 Introduction to Psychology or SSC1029 Sociological Perspectives or SSC1027 Principles of Economics.

### **Objectives**

To provide an understanding of the how, where, when, whom and why of entrepreneurial initiative. However, our ambitions go beyond helping you to learn, we also want you to feel (more) empowered to engage in the entrepreneurial process itself:

- You are able to explain and illustrate the unique qualities of the entrepreneurial process.
- You are able to explain and illustrate the unique qualities of entrepreneurs.
- You are able to explain how entrepreneurial opportunities are discovered and created.
- You are able to explain how entrepreneurs select their opportunities.
- You are able to explain how entrepreneurs link value creation to value appropriation.

### **Description of the course**

Not many will contest the societal impact of enterprising individuals and entrepreneurial ventures on our economies. Entrepreneurs may start-up companies that challenge (and often replace) incumbents. In the process, they create new jobs and apply competitive pressure on established firms. Entrepreneurs supposedly have an important direct and indirect effect on driving innovation. Despite the heroic image of successful entrepreneurs, entrepreneurship is much more about failure than about success. What motivates entrepreneurial types to venture of on a path that (at least statistically) will result in failure? Are they naïve, or are they stupid.

In this course you will study factors that drive entrepreneurs and the entrepreneurial process. We will focus on new venture gestation: the initial stages of the process that may result in a new company to emerge. Throughout the course you will explore how entrepreneurs not only rely on generic business management principles, but also how they cope with the uncertainty, risk, scarcity of time, capital and other resources that is inherent to all entrepreneurial venturing. Perhaps you will conclude that many entrepreneurs are in fact not really good managers (good entrepreneurs will compensate for this by hiring better managers).

We start the course by explore the process dynamics of entrepreneurial activity. We then will explore the origins of entrepreneurial opportunity, review how entrepreneurs screen and develop the opportunities that they discover, and you will unravel how entrepreneurs seek to appropriate the returns from their enterprising behaviour.

This is not a “how-to” course, instead the course will introduce you to relevant scholarly insights that provide (future) entrepreneurs, an evidence base for entrepreneurial action. Those students that are ready to enact entrepreneurship may want to register for the LaunchBase Pre-incubation programme that we provide to enterprising students and alumni.

### **Literature**

- Each student is to select and read a published biography of an entrepreneur.
- E-reader with papers & Reader with cases (You need to pay for your cases at <http://www.thecasecentre.org>, approx. €20).
- Shane, S. A. 2002. The foundations of entrepreneurship. Northampton, MA: Edward Elgar Pub. (suggested, not required).

### **Instructional format**

Case lectures and tutorial group meetings. In the tutorial group meetings you explore the literature. In the case lectures you will explore how the scholarly insights can be used to inform the practice of (ambitious) entrepreneurship. The biography project invites you to link your learning to the life history of an entrepreneur.

### **Examination**

Student evaluation will be based on 1) a take-home midterm test, consisting of open questions; 2) class participation; and 3) the biography paper.

## **SSC2059 Social Movements**

### **Course coordinator**

Dr. K. Heidemann, University College Maastricht,  
kai.heidemann@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

### **Prerequisite**

SSC1029 Sociological Perspectives and at least one of the following: SSC1025 Introduction to Political Science, SSC1003/SSC2065 Theories of Social Order, SSC1006 International Relations, SSC2019 Social Psychology or SSC2028 Classical Sociology.

### **Objectives**

- To become conversant in the major questions driving social movement research.
- To become conversant in the key theories and concepts driving social movement research.
- To become conversant in the primary methods driving social movement research.
- To evaluate and assess social movement research in a critical and constructive manner.
- To design a case study and initiate an original empirical study of social movements.
- To reflect on the relevance and utility of studying social movements.

### **Description of the course**

This course is designed to introduce students to the sociological study of social movements. An overview of the field will be provided by identifying key concepts, theories and methods through examination of a variety of case studies. Salient themes addressed will include: democracy, identity, globalization, civil rights, environmentalism, gender, sexuality, class and ethnicity/race. While much attention will be placed on social movements within Europe and North America, a global-comparative perspective will be periodically emphasized. The over-arching goal of the course will be to reveal the ways in which social movements work to both produce and resist social change. Some of the main questions addressed in the course will be: What is a social movement? Why do people join social movements? How do movements gain/lose momentum? What is the relationship between social movements and democracy? And, under what conditions do social movements 'succeed'?

### **Literature**

- E-reader.

### **Instructional format**

Tutorial group meetings.

### **Examination**

Final paper, reflective essay and Presentation.

## **SSC2060 Comparative Constitutional Law**

### **Course coordinator**

Hoai-Thu Nguyen, LL.M., Faculty of Law, Public Law,  
hoai-thu.nguyen@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### **Prerequisites**

SSC1007 Introduction to Law and Legal Reasoning or SSC1009 Introduction to European Integration or SSC1025 Introduction to Political Science.

### **Objectives**

- To get students acquainted with the political and constitutional systems of a number of European countries and the United States.
- To introduce students to the overarching concepts of constitutional law.

### **Description of the course**

In this course, we study basic concepts of constitutional law. Particular attention is devoted to: the functioning of a state, different systems of government and the concept and application of the principle of separation of powers.

Furthermore, different electoral systems and different mechanisms governing the relations between the executive and legislative branches of government will be discussed. The issues of federalism and bicameralism will be analysed. Finally, the rules governing constitutional review will be discussed, together with the issue of fundamental rights protection. These themes will be addressed with regard to the American, German, French, British and Dutch legal systems.

### **Literature**

- Heringa, A.W. (2016), *Constitutions Compared - An Introduction to Comparative Constitutional Law*. (4<sup>th</sup> Ed.) Antwerp/Oxford: Intersentia.
- S. Hardt and A.W. Heringa, eds. (2014), *Sources of Constitutional Law*, Antwerp/Oxford: Intersentia.

### **Instructional format**

Tutorial group meetings and lectures. Discussions in tutorial group meetings are based on problem scenarios and tasks from the coursebook.

### **Examination**

The final grade is based on the results of a mid-term exam consisting of a paper and a final written exam comprising essay questions.

## **SSC2061 Statistics I**

### **Course coordinator**

Dr. D. Tempelaar, School of Business and Economics, Quantitative Economics,  
d.tempelaar@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisite**

SCI1010 Basic Mathematical Tools .Students with substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii) can contact the coordinator to request a waiver.

### **Objectives**

- To perform your own (first) research using quantitative techniques.
- To develop the abilities to read, understand and criticize scientific articles in the domain you study or work, that use quantitative techniques.
- To gain experience in actively performing such a quantitative analysis yourself, making use of applets provided through the internet.

### **Description of the course**

The course Statistics I provides a general introduction to quantitative research methods commonly used in social and life sciences. Emphasis is on methods of data collection and types of data, descriptive statistics, regression modeling, discrete and continuous random variables, and inferential statistics: the construction of confidence intervals, hypothesis testing, null and alternative hypotheses, p-values. The structure of the course is based on a new paradigm in teaching statistics: that of a simulation and randomization based approach (please see [http://www.youtube.com/watch?feature=player\\_embedded&v=5Dnw46eC-0o](http://www.youtube.com/watch?feature=player_embedded&v=5Dnw46eC-0o) for an intuitive motivation). This instructional principle departs from the classical statistics curriculum of first covering descriptive statistics, next discuss probability theory and models of random variables, continue with sampling theory, to deal with inferential statistics only in the very end of the course. Randomization-based courses make a drastical change, and start with inferential statistics from the very beginning. A crucial element in the new approach are the applets you will find in the internet, and that allow you to simulate many samples from a hypothesized population, or from a known population, in order to visually clarify statistical concepts.

Active learning is based on solving 5 or 6 statistical explorations from the text: four collaboratively, in the two tutorial sessions, and 1 or 2 individually, at the end of the week. Next, an important role in this course is for the student project. This project starts in the first weeks, with students working with surveys, and in doing so, collecting data on student characteristics, such as mathematical and statistical prior knowledge, metacognitive abilities and general study styles and habits. In the Student project, you will perform a statistical analysis of your own data, and after collecting the data of all students, you will develop a statistical model that explains students' achievements in terms of background variables and input factors.

### **Literature**

- Introduction to Statistical Investigations, Preliminary Edition, by Nathan Tintle, Beth L. Chance, George W. Cobb, Allan J. Rossman, Soma Roy, Todd Swanson, Jill VanderStoep (tentatively).

### **Instructional format**

Besides the lectures, there are two weekly tutorial sessions. In these meetings, we will be working on statistical explorations with the help of simulation applets, so the availability of a laptop is of great advantage.

### **Examination**

Final exam, writing and providing peer feedback for six weekly explorations, and a final essay for the student project.

## **SSC2062 Foundations of Cognitive Psychology**

### **Course coordinator**

Dr. M. Capalbo, Faculty of Psychology  
m.capalbo@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences & Sciences

### **Prerequisites**

SSC1005 Introduction to Psychology or SCI2036 Artificial Intelligence.

### **Objectives**

- To give students an overview of the study of the human mind as an information processing machine over time and to provide insight into the foundations of cognitive science.
- To make students familiar with the basic concepts used in theories on human information processing and the experimental designs used in cognitive psychology.
- To provide an insight into the character of cognitive processes; various forms of perception, learning, thinking, etc.

### **Description of the course**

The mechanization of thought (i.e. regarding the human mind as an information processing machine not unlike a computer) has always repelled and attracted psychologists and philosophers after the scientific revolution of the 16th and 17th centuries. As a result, human thought wasn't always the topic of psychology, especially at the time of the rise of radical behaviorism in the early 20th century. Anything referring to mental processes was not to be used in explanations of human behavior. However, with the inventions of machines that could think in combination with the failure of behaviorism to account for even the simplest of human behavior, the mind was back in psychology. And back with a vengeance. During the '60 and '70 of the 20th century information processing theory became the leading paradigm in cognitive psychology. Information processing theory deals with how people receive, store, integrate, retrieve, and use information.

The present course is concerned with theoretical and empirical perspectives on human cognition, perception and the experimental methods to study cognition and perception. Eleven basic topics of cognitive science/ psychology are discussed using a Problem Based Learning format. The topics studied in the course are amongst others: The history of the study of the human mind as an information processing machine, schema's, scripts, plans, and frames, knowledge representation, top down and bottom up processing, semantic networks and spreading of activation, intelligence and individual differences, etc.

### **Literature**

- E-reader available on Student Portal.
- Several chapters from basic cognitive psychology textbooks (There is not one single basic book that covers all topics, hence the chapters of several books are available as an E-Reader or hardcopy at UCM's reading room and the UM library)

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A final essay and an exam.

## **SSC2063 The Psychology of Individual Differences: Personality and Intelligence**

### **Course coordinator**

P. Brüll, Faculty of Psychology and Neurosciences  
phil.brull@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### **Prerequisite**

SSC1005 Introduction to Psychology.

### **Objective**

- Gain insight into the two key subdivisions in the study of human individual differences: personality and intelligence.

### **Description of the course**

This course will provide you with knowledge on the most important scientific theories and empirical findings on personality and intelligence. You will learn why and when a person behaves in a different way than someone else and how personality impacts what will happen to us in our life. We will also discuss practical applications of theory and research findings and learn to apply measurement techniques for assessing individual differences.

You will learn about different theoretical conceptualizations and measurement approaches of personality and intelligence. Based on the purpose of the assessment, different methods may prove more or less useful. You will also discover different explanations for why people differ in their personality and their level of intelligence. We will look at physiological, evolutionary-genetic as well as contextual explanations. Further, you will take a closer look at the relationship between personality, intelligence and meaningful life events. What personality traits are important for marital satisfaction and what characteristics make us become a criminal? But also – how does becoming a parent or getting a new job change our personality? Lastly you will be introduced to real life applications of knowledge on personality and intelligence. Specifically, we will discuss how this knowledge is used in clinical settings (e.g., when having patients with a personality disorders) and in organizational settings (e.g., for personnel selection purposes).

### **Literature**

- Larsen, R. J., Buss, D. M., Wismeijer, A., & Song, J. (2017). *Personality Psychology: Domains of knowledge about human nature*. Berkshire, UK: McGraw Hill Higher Education.

### **Instructional format**

Tutorial group meetings.

### **Examination**

Written final open-book exam (70%) and a midterm paper (30%).



## **SSC2064 Migration Studies: Flows and Concepts**

### **Course coordinator**

M. Siegel, Faculty of Humanities and Sciences, Maastricht Graduate School of Governance/UNU-Merit, melissa.siegel@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

### **Prerequisites**

None

### **Recommended**

SSC1025 Introduction to Political Science or SSC1006 International Relations: Themes and Theories

### **Objectives**

- To provide students with a basic overview of migration flows and concepts.
- To give insight into the complexity of human movement.
- To acquaint students with different cases and examples of the various global migration flows.

### **Description of the course**

This course will examine the following concepts in contemporary migration studies: forced migration, internal displacement and refugees; irregular and transit migration; integration, transnationalism and social cohesion; return migration and reintegration; and migration and development. The course will introduce students to both the complexities and challenges of migration and the potential positive effects of migration. Throughout the course multiple case studies will be examined to highlight different migrant concepts and flows.

### **Literature**

- Koser, K. (2016) *International Migration: A very short Introduction*. Oxford: Oxford University Press.
- Triandafyllidou, A. (2016) *Routledge Handbook of Immigration and Refugee Studies*. New York: Routledge.
- In addition to this short text, we will consult several journal articles in the reference list.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A mid-term group assessment and mid-term individual assessment, final presentation.

## **SSC2065 Theories of Social Order**

### **Course coordinator**

Dr. M. Levels, School of Business and Economics, Research Centre for Education and the Labour Market,  
m.levels@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

**NB:** This is a revised and upgraded version of SSC1003 Theories of Social Order. Student who have already taken SSC1003 Theories of Social Order cannot take it again.

### **Prerequisite**

SSC1029 Sociological Perspectives or SSC2028 Classical Sociology or COR1005 Theory Construction and Modelling Techniques

### **Objectives**

- To introduce students to the way classical and modern sociologists theorize about society and in particular, to introduce students to a core theoretical issue in the social sciences: the problem of social order.
- To develop skills in identifying and analyzing theoretical arguments.
- To apply abstract theories to new concrete empirical situations.

### **Description of the course**

What binds us? What divides us? And how can we organise society so that we can all live together peacefully? These questions seem to have a renewed urgency in many Western countries, where the traditional societal order seems under attack in many different ways. In “Theories of Social Order”, we study the different types of glue that hold societies together. For sociologists, the root of the problem of social order may be found in the sometimes conflicting interests of individuals and those of groups (and societies), which these individuals constitute. Whenever individual interest conflicts with group interest, social order is at risk. A solution to the problem requires the reconciliation of individual and collective interests, but theorists have provided several distinct solutions to this problem. We will consider the six most prominent mechanisms to produce social order: individuals, hierarchies, markets, groups, networks, and institutions. We read classical and foundational texts by important sociologists like Marx, Weber, and Durkheim, as well as contemporary scholarship and empirical applications that, in some form or another, apply the arguments made by these earlier scholars. We use the editorial introductions by Hechter & Horne to provide the background for each of these texts and link them to the central problem: how to achieve social order? Throughout the course, the strengths and weaknesses of the various theories are discussed, and classical texts are linked to contemporary events whenever feasible. In this way, students will improve their understanding of the social world and will learn to apply the analytical tools to real-life phenomena.

### **Literature**

- Hechter, M. & Horne, C. (2009). *Theories of social order. A reader*. 2<sup>nd</sup> edition. Stanford University Press.
- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Grading will be based on participation during the tutorials, a group presentation on a problem of social order and individual papers on a problem of social order.

## **SSC2066 Protection of Civilians in Armed Conflict**

**Disclaimer:** This course is offered on a preliminary basis. Information on the availability of the course in Spring 2019 will be provided in Fall 2018, before the course registration procedure for periods 4-6.

### **Course coordinator**

W.J. van Hövell, University College Maastricht,  
Email TBC.

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### **Prerequisite**

SSC2024 International Law

### **Recommended**

SSC2037 Violence and Conflict:Theories, Themes and Cases

### **Objectives**

- To provide a substantive introduction to the protection of civilians in situations of armed conflict by examining relevant international norms and operational practice of states and international organizations in an evolving context.

### **Description of the course**

Large numbers of civilian casualties and the ongoing forced displacement of populations have drawn renewed attention to the often dramatic plight of civilians during armed conflicts, and to the serious problems in protecting them against the effects of hostilities. After an introduction of the main characteristics of contemporary armed conflict we will have a closer look at prominent norms of international humanitarian law aimed at protecting civilians (*ius in bello*), such as the principles of distinction and proportionality. We will examine issues and dilemmas concerning their application in today's war zones. Attention will also be paid to the relevance of human rights norms in situations of conflict.

An important part of the course will be devoted to the practical contributions external actors are trying to make for the physical and humanitarian protection of civilians caught up in war zones. Based on examples from the field this will primarily cover methods employed by UN military and police forces and international humanitarian organizations such as the ICRC and UN agencies. Protections against attack, access for life saving humanitarian assistance and the specific situation of internally displaced persons and persons in detention will be examined more closely. We will briefly also look at contributions of UN human rights mechanisms.

The course will then zoom in on the protection provided by asylum to persons escaping from conflict and persecution, by discussing the international criteria for refugee status. Approaching the overall theme from a holistic perspective, the course will explore to what extent (the threat of) prosecution and punishment may contribute to the prevention of serious violations of international humanitarian and human rights law. We will focus in this context on the activities of the International Criminal Court. Finally, attention will also be paid to measures taken by states and organizations for the protection of civilians against terrorist acts, and possible tensions with the requirement to comply with norms of international law.

### **Literature**

- E-reader and articles freely accessible on the web.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A midterm and final exam with mostly open-ended questions.

## **SSC3002 European Foreign Policy**

### **Course coordinator**

Dr. R. Haar, University College Maastricht,  
roberta.haar@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### **Prerequisites**

SSC1025 Introduction to Political Science or SSC1006 International Relations and SSC3030 European Institutions or SSC1009 Introduction to European Integration.

### **Objectives**

- To understand the history and the complexity of European Foreign Policy.
- To understand the political-institutional process in which EU Foreign Policy is made.
- To grasp the content of European Foreign Policy.
- To understand relations with important regions and particular states that the European Union has established strong foreign policy relationships.

### **Description of the course**

In order for the EU to ever be truly a federation there should be a single currency and a common foreign policy. One of these two criteria has been met in most of the Member States of the EU. Does this mean that a major step has been taken on the way to a federation? What of the common foreign policy requirement? Is there one foreign policy or many, at least when crises like the Iraq war occur? What is the probability of a European Foreign Policy akin to that of the USA ever forming? These are some of the questions the course will tackle.

The course is divided into two sections. The first section will start with a focus on the importance of European Foreign Policy for foreign policy analysis and vice versa. It will also consider what theories in International Relations can help explain the conduct of European Foreign Policy. This section will then move on to consider the institutional framework of the EU's foreign policy, the role of the Member States in the formation of policy and then finally consider in more detail the main external relations policies themselves. The main policy areas include Common Defense and Homeland Security Policy, Economic and Trade Policy and Enlargement Policy.

The second section deals with the important regions and particular states that the European Union has established strong foreign policy relationships. These important regions and states include the United States, Russia, the Developing world and Emerging Economies. The second section ends with a consideration of the EU's future role as a global player.

### **Literature**

- Christopher Hill, Michael Smith, and Sophie Vanhoonacker. 2017. *International Relations and the European Union*. Third Edition. Oxford University Press. ISBN: 9780198737322
- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A final exam (consisting of essay questions) and a research paper.

## **SSC3011 Public Policy Evaluation**

### **Course coordinators**

Drs. R. Speijcken, Faculty of Humanities and Sciences, Maastricht Graduate School of Governance/UNU-Merit,  
r.speijcken@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

### **Prerequisite**

At least two 2000-level Social Sciences courses.

### **Objectives**

- To develop a critical analytical approach to public policy evaluation, analysis and public policy making.
- To provide students with a basic understanding of the key concepts, approaches, models and methods of public policy analysis & evaluation.
- To develop the basic skills needed to conduct public policy analysis & evaluation and to communicate the results effectively.
- To provide students with an understanding of the roles and ethics of the policy analyst/evaluator in the policy process.

### **Description of the course**

This course provides students with an academic and at the same time practical and 'hands on' approach to the study of public policy and more in particular, to the professional practice of policy analysis and evaluation. Public policies can be described as "a course of government action or inaction in response to public problems" such as insufficient access to health care or education, environmental degradation, threats to workplace safety, corruption, overcrowded highways or air pollution (Kraft and Furlong 2010:5). Problems range from relatively simple to highly complex and manifest from the local to the national or global levels. They can reflect conflicts over causes, solutions, problem definitions as well as over fundamental human values. Decision-makers that take final decisions on these issues need to be informed by sound evidence based policy analysis and evaluation that has carefully weighted, crafted, prescribed and evaluated the policy alternatives. This is important as the decisions taken do not only affect people's lives, but also influence society's key values. It is the task of the policy analyst / evaluator to provide sound evidence, analysis and advice. To acquaint students with, and prepare them for such undertakings, this course is designed to foster critical thinking and understanding about public policy and possible alternative courses of action by deliberating and analyzing the key concepts, models, approaches and methods of policy analysis & evaluation, and practicing some of its basic skills.

In the first week of the course students explore what policy analysis & evaluation actually is. It intends to shed light on the role of power, politics, institutions and actors in the policy making process. Subsequently, in the second week the art of problem structuring is explored. In the third week students will be introduced to working with evaluative criteria and choosing policy options for formulating policy advices. With the knowledge gained in these first three weeks students will work in small groups to prepare and present a 'hands on' a policy advice on a real life country case. Finally, just before the midterm exam, students are introduced to two frequently used methods of policy analysis and evaluation: cost benefit and cost effectiveness analysis. The midterm exam consists of two parts: an individually written policy memorandum on a given topic (part 1) and, on the basis of that memorandum, a team role play (part 2 of midterm). After the midterm the focus shifts from having gained the basic knowledge for policy analysis and evaluation (problem structuring, stakeholder analysis, choosing evaluative criteria and using them to benchmark and weigh the different policy alternatives) to exploring policy evaluation approaches in more depth. Students will be introduced to plan, process and outcome evaluations on the basis of the realist or theory-based evaluation approach. They will work in small groups on another real life case to actually carry out and present a plan (and or) process evaluation themselves. Finally, ethical and accountability aspects of policy analysis and evaluation, as well as the role of the public in this process are explored.

The course is built around 6 cases (some spread over 2 tutorials) and 6 lectures by both academics and professional practitioners that share their knowledge and experiences with the students. This together with studying academic and policy literature as well as the 'hands on' work on

evaluation cases, provide the main guidance for the student's learning process in this policy analysis & evaluation course.

### **Literature**

The course combines book chapters from state of the art text books on policy analysis with articles from academic journals and real life case study material from practice, next to youtube videos and short documentaries. Textbooks from which partial chapters are used:

- Kraft M.E and Furlong S.R. (2013) Public Policy Politics, Analysis and Alternatives, CQ Press, SAGE
- Guess G.M. and P.G. Farnham (2011), Cases in Public Policy Analysis
- Weimar L. and Vining A. (2011) Policy Analysis, 5th Edition, Longman
- Weiss C.H. (1998) Evaluation (2nd ed.), London: Prentice-Hall.

Next to that book chapters, journal articles, youtube videos and short documentaries will be studied.

### **Instructional format**

Tutorial group meetings, team presentations in which gained knowledge needs to be put in practice by working on real life cases, role play and interactive lectures.

### **Examination**

The final grade will be based on the policy memorandum, a role play team briefing exercise and a final policy paper as well as attendance and the quality of participation in tutorial groups and lectures.

## **SSC3012 War in World Politics**

### **Course coordinator**

Dr. R. Haar, University College Maastricht,  
roberta.haar@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisites**

SSC1006 International Relations or SSC1025 Introduction to Political Science and at least one 2000-level Social Sciences course.

### **Objectives**

- To understand international conflict.
- To examine different types of conflict and their various causes in the world.
- To examine as case studies different conflicts throughout history.

### **Description of the course**

Why do nations and states go to war? This course will endeavor to give some answers to this question. The course is divided into three sections that mirror the above objectives. The first section will focus on the different types of conflict. In this section, the ethics of war will also be discussed: do "Just Wars" exist? Section two will concentrate on the causes of conflict. It will reflect upon a variety of sources that emerge from such domains as the global system, the states themselves and/or individuals. Part three will examine as case studies a number of modern conflicts, such as World War I, World War II, the Korean War, the Vietnam War, the breakup of Yugoslavia, the War between India and Pakistan, the Arab- Israeli conflict and Saddam Hussein's Wars against Iran and Kuwait.

### **Literature**

- Levy, J. S. and W. R. Thompson. (2010). *Causes of War*. Wiley-Blackwell.
- Stoessinger, J. G. (2011). *Why Nations Go to War*. 11th Edition. Thomson, Wadsworth.
- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A final exam (consisting of multiple choice questions, true and false questions and essay questions) and a research paper.

## **SSC3017 Social and Sustainable Entrepreneurship**

### **Course coordinator**

J. Ormiston, School of Business and Economics, Maastricht Centre for Entrepreneurship,  
j.ormiston@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

### **Prerequisites**

Students should be in at least their third semester to take this course.

Additionally, it is recommended that you have taken one of the following course prior to taking this course: SSC2055 Entrepreneurship; SSC2036 Introduction to Business Administration and/or SCI1016 Sustainable Development

### **Objectives**

On the successful completion of this course you should be able to:

- Critically reflect on social and sustainable entrepreneurship theory and practice
- Identify and evaluate social and sustainable entrepreneurship opportunities
- Develop a strategy for a social/ sustainable enterprise
- Conduct primary research and analyse primary and secondary data in the field of social and sustainable entrepreneurship
- Prepare and present documentation to pitch a novel enterprise idea
- Learn to cope with the chaos and complexity of doing social and sustainable entrepreneurship in the real world.

### **Description of the course**

Interest in the concept of social and sustainable entrepreneurship has been sparked over the last two decades due to frustration with inefficient, ineffective and failed action of government and philanthropic bodies, as well as the socially destructive behaviour of many businesses. An explicit and central social/sustainable mission, innovation, creativity and a strong market orientation are the distinguishing features of social and sustainable entrepreneurship. Social and sustainable entrepreneurs are committed to furthering a social and/or sustainable mission, and rank social, environmental or cultural impact on a par with, or above, profit. At the intersection of business, government and not-for-profit organisations, these social and sustainable entrepreneurs are now visible and having an impact on a global scale.

This course will provide you the opportunity to learn how you can apply your knowledge and skills to address complex sustainability problems. This course is structured around experiential problem-based learning, providing you the opportunity to synthesise theory and practice as you develop an idea for your own social/sustainable enterprises. Topics will include: critically reviewing concepts; user centred-design of social and sustainable enterprises; frameworks for understanding and strategizing; understanding and reporting social and environmental impact; and cross-sector collaboration.

### **Literature**

- eReader with papers & Harvard Business cases (You need to pay for your cases, approx. €15).

### **Instructional format**

This course utilizes *experiential* problem based learning as a core teaching and assessment approach. This approach involves you creating an idea for social and/or sustainable enterprise to solve a current problem. Throughout the course you will work with a team of students to develop a social/sustainable enterprise idea that will create positive societal impact. You will work collaboratively with your teammates to develop a pitch based on primary and secondary research. In experiential problem based learning, the problems faced by you as entrepreneurs drive the learning experience. These real life problems will guide your reading, research and interviews throughout the course.

The class involves a mix of lectures, workshops, tutorials and facilitated case discussion sessions. In the lectures and workshop you will apply practical entrepreneurial tools to developing your social/sustainable enterprise idea. In the tutorials and facilitated case discussion sessions you will explore the cases and the academic literature. In the facilitated case discussion sessions you will explore how the scholarly and practical insights can be used to inform your own entrepreneurial practices.

### **Examination**

Your evaluation will be based on your participation, a facilitation, an individual idea pitch, a group pitch and a final research paper.



## SSC3018 Statistics II

### Course coordinator

Dr. D. Tempelaar, School of Business and Economics, Quantitative Economics,  
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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### Prerequisites

SSC2061 Statistics I.

### Objectives

- To familiarize students with quantitative research methods, building on SSC2061 Statistics I.
- To develop the abilities to read, understand and criticize articles in the domain of your concentration, as a passive use of your knowledge of quantitative techniques.
- To gain experience in actively performing a quantitative analysis yourself, making use of the (more advanced features of the) tool SPSS.

### Description of the course

In Statistics II, we resume the thread of Statistics I: a discussion of the basic tools of inferential statistics: confidence intervals and hypothesis tests (which in turn involved concepts like null and alternative hypotheses, Type I and Type II errors, rejection points and p-values), all these concepts illustrated in the context of the one-sample tests. In this course you will encounter a whole battery of additional tests, enabling you to examine a large array of questions that may come up in social sciences and life sciences, and that focus on cases you will encounter most frequently: multivariate cases, rather than univariate cases.

In the first weeks, we discuss amongst others the two-sample t-test (allowing you to compare the mean of a quantitative variable between two populations), ANOVA (same, for more than two populations), the paired-sample t-test and the chi-square test (allowing you to establish relationships between qualitative variables, using contingency tables). But the main dish of the course is obviously regression analysis, a very flexible technique which allows you to relate a dependent variable to a number of independent or explanatory variables.

There will be a strong focus on actively doing statistics. Using the great 'How is Life?' data set of OECD, that compares quality of life in many countries, you will do weekly empirical investigations, using SPSS as your modeling tool. And at the finish of the course, you will do another, more major and less structured empirical analysis in SPSS: your student project. The project measures your active mastery of statistical data analysis. In the final exam your passive mastery will be assessed. The exam will consist of pieces of statistical analyses, with the student having to interpret and criticize the outcomes of these analyses. Weekly assignments, as well as the project and exam focus on your ability to apply statistics in relevant areas, beyond 'knowing statistics'.

### Literature

- De Veaux, R.D., Velleman, P.F., & Bock, D.E. (2012). *Stats: Data and Models, International Edition, 3/E*. Addison-Wesley. 0-321-75372-0 (tentatively).

### Instructional format

Besides the lecture, there are two weekly group meetings, of different kind. One group meeting will take place in the computer room, and is dedicated to solving the weekly empirical assignments in SPSS. The other group session is a standard tutorial group session, filled with problems and discussion tasks.

### Examination

Final exam, six weekly empirical assignments, and the final essay for the student project.

## **SSC3019 Human Reasoning and Complex Cognition**

### **Course coordinator**

Dr. M. Heins, University College Maastricht,  
manuela.heins@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences & Sciences

### **Prerequisites**

SSC1005 Introduction to Psychology or SCI2036 Artificial Intelligence and at least two 2000-level courses.

### **Recommended**

SSC2062 Foundations of Cognitive Psychology.

### **Objectives**

- To help students acquire knowledge of recent (psychological) theories in the field of reasoning, decision making, problem solving, and (moral) judgement.
- To provide an insight into the role of higher cognitive processes have in directing human behaviour; various forms of human reasoning, decision making, problem solving, creativity, etc.
- To explore a given topic in the psychology of thought by writing a client consultancy report (group work).

### **Description of the course**

The present course is concerned with theoretical (psychological) and empirical perspectives on human reasoning and complex cognition. Reasoning involves making deductive or inductive inferences and judging them according to current goals, beliefs and knowledge. Decision making refers to choosing between alternatives (e.g. different mental models). Furthermore, several theoretical and empirical findings on problem solving and judgment are discussed. These topics are of central importance to humans and even though some seem to reason better than others or their decisions seem more sound, thinking remains an important and for some uniquely human feature. Studying human thought belongs to the field of Cognitive Psychology. Like most topics studied by psychologists, higher cognition includes a wide range of explanatory models that emphasize different aspects of human thought.

Eleven topics of the (cognitive) psychology of complex cognition are discussed using a Problem Based Learning format. The topics include: (hypothetical) reasoning, , the psychology of decision making, , emotions and complex cognition,, deductive and inductive reasoning (heuristics and biases), (creative) problem solving, moral judgement, and socio-economical decision making (pro-social behavior: risk and trust).

### **Literature**

- Chapters of several basic cognitive psychology books are made available as e-reader or hardcopy.
- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Assesment is based on an exam, a client consultancy report (group grade), and a short group presentation (pass/ fail).

## **SSC3023 Philosophy of Mind**

### **Course coordinator**

R. de Vries (MA), University College Maastricht,  
r.devries@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences & Humanities

### **Prerequisites**

COR1002 Philosophy of Science and at least one 2000-level course from either Humanities, Social Sciences or Sciences.

### **Objective**

- To acquaint students with current ideas, philosophical arguments and empirical evidence on the nature of mind and the relationship between mind and body. We focus on modern cognitive and neuropsychological theories in the area of consciousness. Philosophical reflection on the caveats and problems associated with the notion of consciousness will be stimulated.

### **Description of the course**

The mind-body problem is a legacy from the scientific revolution which started in the 16th century and reached its culmination point with Newtonian physics. Starting with Galileo's and Descartes' formulation of this problem we will discuss different philosophical positions in a more in-depth fashion. In the behavioral- and neurosciences these problems transform into questions about consciousness, conscious experience, and conscious perception. Those topics disappeared from science with the rise of behaviorism in the early twentieth century. But now they are back in the behavioral- and neurosciences again. Only over the past few decades consciousness has reappeared in cognitive science and neuropsychology.

We will start this course with some philosophy, then we will scrutinize modern day sciences, especially cognitive science and neuroscience for ideas on mind and consciousness. At the end of the course we will go back to philosophy and we will ask ourselves whether all this empirical knowledge from psychology and neuroscience has brought us further in unraveling the brain-consciousness- (or mind-body) problem.

### **Suggested Literature**

Kim, Jaegwon: Philosophy of Mind, 2011  
Dehaene, Stanislas: Consciousness and the Brain, New York, 2014.

### **Literature**

- E-reader.
- You tube clips.
- Book will be announced.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Assesment is based on an exam and a paper.

## **SSC3030 The Law of the European Institutions**

### **Course coordinator**

M. Brkan, Faculty of Law, International and European Law,  
maja.brkan@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

### **Prerequisites**

SSC1007 Introduction to Law and Legal Reasoning and at least one of the following courses: SSC2060 Comparative Constitutional Law (SSC2012 Comparative Government) or SSC2024 International Law.

### **Objectives**

At the end of the course, students should have acquired adequate knowledge, practical skills and a critical understanding with respect to the following:

- The role and significance of law in the European integration process.
- The legal foundations of the European Union (EU) (as set out in the Treaties).
- The institutions of the EU, their historical evolution and the horizontal relationship between them (as reflected in decision-making procedures).
- The vertical relationship between the EU and the Member States (including the principles of supremacy, legality, subsidiarity, proportionality and loyalty).
- The implementation and enforcement mechanisms of EU law (infringement proceedings, enforcement through national courts, review of EU action).
- The position of the individual as a holder of fundamental rights and a citizen of the Union.

In addition, throughout the course the students should have become familiar with legal thinking and legal reasoning, and should in particular be able to:

- Find legal instruments in paper or electronic format.
- Keep abreast of legal developments.
- Read a legal document and extract the relevant information from it.
- Construct a legal argument on a basic issue of EU law.
- Use EU law to give an opinion on a legal problem.

### **Description of the course**

This course focuses on the institutions of the European Union. At the same time, this course provides an opportunity for students to be exposed to legal thinking. Law is central to the process of European integration, and it plays a greater role in European affairs than it does at national or international level. It is accordingly essential for students to become familiar with the ways of legal thought and legal reasoning, if they want to understand fully the European integration process, and European matters more generally.

### **Literature**

- A copy of the EU Treaty and of the Treaty on the Functioning of the EU. These can be downloaded from <http://eur-lex.europa.eu/collection/eu-law/treaties.html> or they can be found in Foster (ed.), Blackstone's EU Treaties and Legislation (last edition).

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Written assignments and a final written exam of case studies and essay questions. One of the written assignments will count as one exam question.

## **SSC3032 Atrocity Triangle: A course on the Criminology of Gross Human Rights Violations**

### **Course coordinator**

Dr. R. Moerland, Faculty of Law, Department of Criminal Law and Criminology,  
roland.moerland@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

**NB:** This course was formerly known as SSC3032 Atrocity Triangle: Perpetrators, Victims and Bystanders; A course on the Causes of Gross Human Rights Violations.

### **Prerequisites**

Two 2000-level courses in the Social Sciences or Humanities.

### **Objectives**

- To gain a criminological understanding of gross human rights violations and other international crimes by examining their causes on individual (micro), institutional (meso), national and international (macro) levels using a criminological approach that integrates relevant insights from different disciplines (social psychology, sociology, victimology, history, international relations, international law and psychology).
- Moreover, to view the world through the eyes of the perpetrators as well as the victims and the bystanders by focusing on their roles in the occurrence of gross human rights violations.
- To make insightful the linkage between gross human rights violations and violent conflicts in the world.
- To gain an understanding of how to approach the criminological study of complex cases of violence and to be able to analyze such cases independently.

### **Description of the course**

The first part of the course introduces the leading concepts and theoretical frameworks that will structure the course. The course therefore firstly addresses the concept of the 'atrocity triangle' and it looks into the relationship between the three actors (the perpetrator, the victim, and the bystander) involved in the triangle. Subsequently, an integrated criminological model will be introduced which sets out the relevant etiological elements that will be addressed in greater detail in the second part of the course.

The second part of the course, which focuses on the perpetrators, will start with the forms, functions and effects of (political) violence and the concept of torture in particular. The analysis continues on the macro level and addresses the role of policy and ideology. Subsequent analysis focusses on the meso level and the role of military organizations and other institutions is discussed. In this context attention is paid to the influence of military training and we will discuss how with the help of a bureaucratic system genocide can be planned, organized and carried out. The discussion will thus address several compulsive and determinative features of the environment surrounding perpetrators of gross human rights violations. We will furthermore discuss several experiments (Milgram, Ash, Stanford, etc.) on obedience, institutional roles and conformity, but we will also address other social-psychological mechanisms which are helpful in understanding how and why people are able to participate in the perpetration of gross human rights violations. Lastly, the important role that language and discourse plays in conflict and international crime is highlighted.

The third part of the course will focus on the bystander. We will start the discussion on the role of the bystander by looking into the phenomenon of the 'the bystander effect' in order to address the question why bystanders fail to act. Secondly, the role of bystanders in international politics at the macro-level of both states and international organizations in the field of human rights will be discussed. We will give special attention to the role of the UN Security Council when it was confronted with gross human rights violations. Lastly, in addition to perpetrators and bystanders (collaborators), certain actors in the same situations did not perpetrate or passively stood by, instead they took affirmative action and came to the help of those in need. We will therefore look more closely into the phenomenon of rescuing in order to find out what turns actors into rescuers.

The fourth and last part of the course will take a more victimological perspective, which focuses on the position of the victim. Who are the victims and why are they victimized? What is the

relationship between these victims and their perpetrators and what are the consequences of this relationship? In this context specific attention will be paid to gender selective violence. More particularly, the phenomena of rape as a 'weapon of war' and gendercide (gender selective mass killings) will be discussed. Also, the complex case of child soldiers will be addressed as they are victims and perpetrators at the same time.

Several lectures will be held during this course. These lectures will be used to illustrate the discussed materials and to provide the participants with a deeper understanding of the subject matter by presenting the linkage between theory and (research) practice. During the lectures, various guest speakers will address the subject matter from the practitioner's perspective. In addition, we will screen a number of documentaries that will be analyzed during the post-discussion. We hope that, through these documentaries, the subject matter of this course will become more accessible and less abstract.

Case studies play an important role throughout the course and we will therefore pay attention to a wide variety of cases including The Holocaust and other cases of genocide (Armenia, Australia, Cambodia, Rwanda, Srebrenica, Darfur, etc.). Although cases of genocide will play an important role in this course, the caseload is certainly not limited to genocide and other violent conflicts will be addressed as well. Here one could think of the following cases, Chili, Argentina, Guatemala, Indonesia, East Timor, Iraq, Syria, Congo, Central African Republic, etc. Not to forget the torture practices of the U.S.

The insights gathered throughout this course have policy implications and inform us how we could react to gross human rights violations once they have occurred. These policy implications are addressed in greater detail during another UCM course titled The aftermath of atrocity: A course on transitional justice and post-conflict reconstruction (SSC 3052) which will be taught during the spring semester in period 5.

#### **Literature**

- Handbook (t.b.a)
- E-reader.

#### **Instructional format**

Tutorial group meetings, compulsory lectures and screening of documentaries.

#### **Examination**

A midterm- and final take-home exam both consisting of a paper. The themes and topics of the papers will be announced in due course.

## **SSC3033 Economic Psychology**

### **Course coordinator**

To be announced, School of Business and Economics, Economics

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisites**

SSC2061 Statistics I and SSC1027 Principles of Economics.

### **Recommended**

SSC2048 Intermediate Microeconomics.

### **Objective**

- To familiarize students with basic concepts, theories and insights of the economic psychology of judgment and decision-making.

### **Description of the course**

Increasingly, economists are discovering psychology as a means to enrich their models of economic behaviour and well-being. The importance of this is illustrated by the fact that the Nobel prize winner in economics in 2002 was the distinguished psychologist Daniel Kahneman. He characterizes his research as a quest for the 'logic of the irrational'. Adam Smith already recognized that economic behaviour, just like other behaviour, is motivated by an intriguing blend of 'rational' considerations and 'irrational' sentiments. The great challenge is to investigate the implications of the latter motives for economics.

This course aims at giving an intensive introduction into this field. The first part of the course provides an overview of the psychology of judgment and decision making. Basic principles of rational decision-making are compared with actual behaviour. The second part of the course deals with applications of how psychological mechanisms influence economic decision-making in the field and their relevance for law and public policy. Students should realize that this course is not easy and that its material also includes some mathematical derivations.

### **Literature**

- Hastie, Reid, and Robyn M. Dawes. *Rational choice in an uncertain world: The psychology of judgment and decision making*. Sage, 2010.
- Articles and chapters from books.

### **Instructional format**

Tutorial group meetings with presentations by students and two survey lectures.

### **Examination**

The final grade will be based on a final written exam with open-ended questions, presentation(s) and participation. Each student gives one or two presentations on one/two of the subjects.

## **SSC3036 American Foreign Policy**

### **Course coordinator**

Dr. R. Haar, University College Maastricht,  
roberta.haar@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

### **Prerequisites**

SSC1006 International Relations or SSC1025 Introduction to Political Science and at least one 2000-level Social Sciences course.

### **Objective**

- To understand the history, the political process in which policy is made and the policy content of American foreign policy.

### **Description of the course**

Everyone appears to have an opinion on American foreign policy, however, often such opinions are based on emotion or rhetoric. This course does not want students to be less critical of the United States, rather it strives to inform and educate students on the history, process and sources of American foreign policy, so that opinions are based on a sound footing.

The course is divided into four sections. The first section will focus on the field of foreign policy analysis as a subfield in International Relations. An overview of the various analytical perspectives on U.S. foreign policy will be covered. This first section will also consider the importance of examining American foreign policy in today's world.

Section two will concentrate on the history of U.S. foreign policy, covering such events as the Founding of United States, World War I, the interwar years, World War II, the making of a Superpower, the Cold War, the Post-Cold War world, September 11<sup>th</sup> and ending with recent world events, such as the Iraq War and the Global War on Terror.

Part three will examine the politics and the policy-making process of American foreign policy. Topics for discussion in this section will include the institutions involved in the policy making process, such as the President, various bureaucracies like the State Department, the Department of Defense and the CIA, plus Congress and the Courts. This section will also consider the role the American public plays in the process of making U.S. foreign policy. The final part of this course will study the instruments used to implement American Foreign Policy. This section will include a discussion of America's use of open or diplomatic instruments, secret instruments, economic instruments and also its military instruments. This final section will end with a task that discusses the future of American Foreign Policy.

### **Literature**

- Hastedt, Glenn P. (2017). *American Foreign Policy: Past, Present and Future*. 11<sup>th</sup> edition. Rowman & Littlefield.
- Kaufman, Joyce P. (2017). *A Concise History of U.S. Foreign Policy*. 4th edition, Rowman & Littlefield.
- E-reader.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

A final exam (consisting of multiple choice questions, true and false questions and essay questions) and a research paper.



## SSC3038 Contemporary Sociological Theory

### Course coordinator

Dr. U. Müller, University College Maastricht,  
ulrike.mueller@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

### Prerequisites

One of the following courses: SSC1003 / SSC2065 Theories of Social Order, SSC2028 Classical Sociology, SSC 2059 Social Movements, HUM2031 Cultural Studies II, HUM 2014 Philosophers of the 20th Century.

### Recommended

SSC2028 Classical Sociology or HUM 2014 Philosophers for the 20<sup>th</sup> Century. This course is not recommended for first year students.

### Objectives

- To familiarize students with theories in contemporary sociology and give them the necessary skills to analyze, use, and criticize those theories.
- To discuss what a theory is, how we can theorize, and how theories can illuminate real social problems or issues.

### Description of the course

"Many people, ordinary ones and scientists alike, hate theory. Yet they could not live without it. When all is said and done, theory is the more or less disciplined talk by which people make what sense they can of their social worlds" (Charles Lemert in *The Blackwell Companion To Major Classical Social Theorists* (2003), p. 267). This course is part two of a sequence tracing back through the historical development of sociological theory (the first part being Classical Sociology). Whereas in Classical Sociology we focused on sociological theory up until the 1930s, in this course we will be dealing mainly, but not exclusively, with social theory that has emerged from the 1960s onward. During this time, the historical context started to change in important ways, since it brought about an inclusion of new voices from the Global South, the beginnings of the greatest phase so far of the women's movement, and a variety of other social movements from environment to gay rights. The 1960s pushed sociological theorists to focus more on processes of social change, on social inequality and processes of marginalization and exploitation that shape it, power relations and social movements that contest them, and on cultural and other differences among individuals and groups.

In the first portion of the course, you will be introduced to four major theoretical schools of thought in modern sociology. They are: functionalism, the Frankfurt School, Structuralism, and Interactionism. We will discuss these traditions on the basis of a well founded and accessible text called *Understanding Modern Sociology* which comes out of the UK. The text includes a comprehensive representation of European and US-American sociological theory. This first part of the course will be enhanced by reading original works by Herbert Marcuse, Howard Becker, Nancy Chodorow and Michel Foucault. Reading original theoretical material is important since students are then given the opportunity to form their own opinion about what the theorists are saying. Reading original works, of course, can be a very difficult and challenging, but also elating task.

In the second part of the course we will continue the work of reading original theoretical texts by focusing on more alternative ways of theorizing about the social world. We will be reading works by Patricia Hill Collins, an African-American standpoint theorist, Pierre Bourdieu, a French sociologist, and Edward Said and Franz Fanon, two thinkers who are classified as post-colonial theorists.

Some of the questions we will be dealing with in this course include: How can we make sense of the social world? How does capitalism impact our social reality? How is social reality constructed? What causes social change? What is the link between agency and structure? How is knowledge produced and by whom?

### Literature

- Calhoun, C., et al. (2002). *Contemporary Sociological Theory*. Malden: Blackwell Publishing.
- Sharrock, W.W., et al. (2003). *Understanding Modern Sociology*. London: Sage Publications.

### Instructional format

Tutorial group meetings and lectures.

### Examination

One take-home exam including one or two essay questions. Your performance as a discussion leader will comprise at least twenty percent of your final grade.

## **SSC3040 Identities**

### **Course coordinator**

Dr. U. Müller, University College Maastricht,  
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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences & Humanities

### **Prerequisites**

At least two of the following courses: SSC1029 Sociological Perspectives, SSC2028 Classical Sociology, HUM1003 Cultural Studies I, SSC2059 Social Movements, HUM2031 Cultural Studies II, HUM2018 Cultural Diversity in a Globalizing World, HUM2003 The Making of Crucial Differences, HUM2014 Philosophers of the 20th Century, HUM2056 Cultural Remembrances.

This course is not recommended for first year students

### **Objectives**

- To learn how different categories of social identities operate as categories of socio-structural inequality.
- To discuss perspectives on race, ethnicity, class, gender and national identities in order to get a better understanding of what they are and how they are conceptualized theoretically.
- To learn about and reflect on how you yourself, your thinking and your way of being is affected by these relations of oppression and domination in everyday life.

### **Description of the course**

Identity is about one's sense of self, it is about personhood, and it is about what kind of person one is. Identities always involve both sameness and difference. Thus, if you are Dutch, you are like other Dutch people and different from the non-Dutch. There is a tendency to see identities as being fixed or given. Sociologists, however, argue that identities are fluid and changeable and that we can acquire new ones.

In this course we will explore theoretical texts on the historical, cultural and political construction of social identities. We will focus on class, gender, race, ethnicity and nationality as historically specific, structured relations of oppression and exploitation examining their existence and interaction. Discussions and analyses will be based on how social identities work as overlapping categories of both inclusion and exclusion and how they are used to divide, rank, and discriminate.

Some of the questions to be addressed are: What are the main levels of analysis within which we can explore the interplay between these exploitative and oppressive relations? What are their theoretical, cultural, ideological and political implications?

The course is designed for students who have a serious interest in the topic and who are open to critically evaluate and understand their own participation within structures of domination and oppression. We will examine and interrogate how heterosexuality, whiteness and class privilege, for instance, function in such a way as to keep systems of oppression intact and discuss how to participate in the struggles against identity-based forms of domination.

### **Literature**

- Alcoff, L.M., & Mediate, E. (2003). *Identities: Race, Class, Gender, and Nationality*.

### **Instructional format**

Group discussions, lectures and films.

### **Examination**

One take-home exam including one or two essay questions and one self-reflective essay. Your performance as a discussion leader will comprise ten percent of your final grade.

## **SSC3044 Culture, Politics and Society in Contemporary Asia**

### **Course coordinators**

Prof. dr. T. van Veen, School of Business and Economics, Economics,  
t.vanveen@maastrichtuniversity.nl

Dr. N. Kwanjai, School of Business and Economics, Economics,  
n.kwanjai@maastrichtuniversity.nl (corresponding coordinator)

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

### **Prerequisite**

SSC1003/SSC2065 Theories of Social Order or SSC1006 International Relations: Themes and Theories.

### **Recommended**

COR1003 Contemporary World History.

### **Objective**

- To understand economic issues in contemporary Asian societies in their social, cultural and political context.

### **Description of the course**

This course focuses on the integration and synthesis of culture, economics and politics in the Asian societies to increase an understanding of the region, in its contemporary socio-political and cultural setting. This course will transcend the borders of academic disciplines and domains and deals with topics such as:

- Cultural influences on work and social lives in Asian societies;
- Asian societies: debate on its development, characteristics and global implications;
- Asian political traditions and international relations;
- Asian economic development and regional integration efforts;
- Asian societies in the global context: debate, implications and trends.

These issues will be discussed alternately in lectures and seminars. The course is in particular of interest for students who consider doing business/an exchange/master program in Asia.

### **Literature**

- The course literature comprises a collection of academic journal articles and book chapters.
- In addition, students will be required to work in a small team on a course papers on relevant topics of their choices for which extensive literature review on the topics must be conducted.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Your individual evaluation consists of two grades: 1) for PPP: Presence, Paper (i.e. presentation and defence of your paper) and your Participation in the various discussions; and 2) the other grade is for your examination. The final mark is a weighted average of the two grades. Student pass the course with the final mark of at least 5.5.

Presence is required for at least 80% of the lecture sessions and at least 80% of the PBL sessions. If your presence is insufficient, you will be given an extra assignment. Note further that you are only allowed to do the exam when you have completed the team paper. The grade for the PPP and/or exam will be valid for one year

## **SSC3045 Management & Organization of Asian Enterprises**

### **Course coordinators**

Prof. dr. T. van Veen, School of Business and Economics, Economics,  
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Dr. N. Kwanjai, School of Business and Economics, Economics,  
n.kwanjai@maastrichtuniversity.nl (corresponding coordinator)

In cooperation with Prof. dr. J. Stam, Erasmus University Rotterdam/Twente University

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisite**

SSC1027 Principles of Economics or SSC2036 Introduction to Business Administration .

### **Recommended**

SSC2008 Organization Theory.

### **Objective**

- This course aims to introduce students to Asian management systems and specific issues and implications that are pertinent to the management of Asian firms or firms located in or dealing with Asian businesses.

### **Description of the course**

This course will focus on the Asian enterprise and its setting. Issues and topics for analysis are:

- Business system and management process
- Interlinkages with external environment
- Leadership & HRM (human resource management )
- Production & innovation management
- Internationalization (operating abroad)
- Quality management
- IPR (intellectual property right)
- CSR (corporate social responsibility)
- Management of technology.
- International competition and cooperation.
- FDI (foreign direct investment) & technology transfer.

These issues will be dealt with from a comparative perspective and discussed alternately in lectures and seminars. The Asian countries to be investigated include China, Korea, Japan, India and selected countries from the South-East Asian region. The course is in particular of interest for students who consider doing business/an exchange/master program in Asia.

### **Literature**

The main text book for the course will be:

- Hasegawa, Harukiyo and Carlos Noronha, editors (2014), *Asian Business and Management: Theory, Practice and Perspectives*, 2<sup>nd</sup> edition Palgrave Macmillan.
- A collection of academic journal articles will also constitute additional readings – to be announced.

In addition, students will be required to work in a small team on a course papers on relevant topics of their choices for which extensive literature review on the topics must be conducted.

### **Instructional format**

Tutorial group meeting and lectures.

### **Examination**

Your individual evaluation consists of two grades: 1) for PPP: Presence, Paper (i.e. presentation and defence of your team paper) and your Participation in the various discussions; and 2) the other grade is for your examination. The final mark is a weighted average of the two grades. Student pass the course with the final mark of at least 5.5.

Presence is required for at least 80% of the lecture/panel discussion sessions and at least 80% of the PBL sessions. If your presence is insufficient, you will be given an extra assignment. Note further that you are only allowed to do the exam when you have completed the team paper. The grade for the PPP and/or exam will be valid for one year.

## **SSC3047 Urbanisation, Development and Poverty**

### **Coordinator**

Dr. L. Wagner, Faculty of Arts and Social Sciences, Technology and Society Studies,  
l.wagner@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences & Humanities

### **Prerequisite**

SSC2046 Globalization and Inequality or SCI1016 Sustainable Development.

### **Objectives**

After completion of this course students have acquired knowledge about impacts of urbanisation on development and poverty in an increasingly globalized world. In particular, they will learn about:

- Multifaceted impacts of global urbanisation, including economic, ecological and social challenges and opportunities of increasingly populated cities
- Impoverished conditions of many city dwellers of the Global South, as experienced through access to infrastructures, mobilities, public space, and diversity
- Development impacts and potentials created by interconnectedness between 'global cities.'

### **Description of the course**

Since 2008, according to the United Nations Population Division, more than half of the world population lives in urban areas. Over a billion of these city dwellers live in informal settlements (slums), where poverty and precarity are highly concentrated. Nevertheless, people continue to migrate to cities, and primarily to informal settlements. Despite their vulnerability to disaster, disease, violence and cultural tensions, they also appear to be focal points of vitality, opportunity and new initiatives. In many ways the city can be conceptualized as a contested site, a compact 'laboratory' where many of the tensions and opportunities related to globalization and development are acted out.

Through readings in this course we delve into the human aspects of these sites that embody contrasts and contradictions of social, economic and political processes in cities of the Global South. We discuss connections and tensions between urban communities and economic development, the creation of vulnerable populations through urbanisation and the precariousness of labor, the structural failures of slum ecologies and how they affect people, but also how citizens nevertheless find ways of making the city their home. In short, we aspire to infuse you with both how development and poverty of urban contexts are structurally reproduced in highly political ways, and how 'cityness' also always depends on people who manage to flexibly and inventively arrange their lives on a daily basis.

### **Literature**

- Simone, A. M. (2010). *City life from Jakarta to Dakar: Movements at the crossroads*. New York: Routledge.
- Relevant academic articles, reports, book chapters and websites.

### **Instructional format**

Tutorial group meetings, group work and lectures.

### **Examination**

Composition of a City File & presentation (group); take-home exam (individual).

## **SSC3049 Human Rights: Principles and Polemics**

### **Course coordinators**

Dr. G. Arosemena, Faculty of Law, Human Rights,  
gustavo.rosemena@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisite**

SSC2024 International Law or SSC1007 Introduction to Law and Legal Reasoning

### **Objective**

- Provides students with an advanced introduction into human rights.
- Introduces key concepts that are used within all forms of human rights discourse.
- Familiarizes students with polemics in the field of human rights
- Provides students and opportunity to engage with the intricacies of legal reasoning.
- To encourage critical thinking and appreciation of differences within the field of human rights.

### **Description of the course**

There is the expectation that in an increasingly multicultural and post-secular world, human rights provide us with some common ground: however turbulent and changeable social life may be, we can all demand and enjoy the protection of human rights. This expectation might turn out to be misguided. Even within the “West”, there is intractable disagreement as to the content and implications of human rights. Activities that are seen as human rights violations by some legal systems are tolerated by others. Even more, activities that are seen to be human rights violations by some legal systems are seen to be rightful exercises of freedom by others. How deep are these disagreements? Can they be overcome?

This course will provide students an advanced introduction to the field of human rights. It covers two aspects. First, it covers the “dogmatic core” of human rights law, which includes topics such as the sources of the status of human rights law in international law, who benefits from human rights (individual human beings exclusively, or also corporations or collectives?), what happens when human rights conflict? Naturally, my freedom stops when your freedom start, but how do we draw the line between different claims to freedom? What happens when human rights clash with the public interest? Can human rights be abused?

The second part of the course explores polemics in the field of human rights. These include the legality of the the limits of free speech, the proliferation of rights, the scope of the prohibition on discrimination and the meaning of human dignity. This part of the course will be based on the exploration of contrasting judicial decisions extracted a variety of international and domestic courts. This part of the course aims to show that it may be premature to speak of “a human rights community”. Human rights mean different things for different people, and even the appointed experts are often unable to reach agreement.

This course is predominantly legal in character. That means that social scientific explanation and understanding will not be the focus of the course. Rather, the course will concentrate on analyzing the justification of legal decisions in accordance with legal rules and principles.

### **Literature**

- Reader

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

TBA.

## **SSC3050 Foreign Policy Analysis**

### **Course coordinator**

B. Erdogan (MA), Faculty of Law, International and European Law, International Relations,  
birsen.erdogan@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

### **Prerequisite**

SSC1006 International Relations.

### **Objectives**

- To learn several aspects of foreign policy-making such as its distinctive nature, its features and its processes.
- To discuss various models and theories in order to understand how to study foreign policy making as an academic discipline.
- To get insights about the decision-making processes, factors, actors, and also the implementation of decisions.
- To get familiar with numerous cases of foreign policy decision making.
- To practice how to make and analyse foreign policy events and possible scenarios.

### **Description of the course**

The course starts with the analysis of International Relations theories and their applicability in foreign policy decision-making. Main IR theories will be re-visited shortly in order to refresh our students' memories about these theories.

Then the course deals with the actors, structures and analyses of foreign policy, discusses rational and psychological models and the implementation of foreign policy, the role of media and public opinion, the importance of national security and economic issues, and the effect of the duties beyond borders.

In the course, students will discuss case-studies extensively. In each meeting, the theoretical chapter will be combined and applied to a concrete case-study. Students will analyse world affairs not only from the view point of the decision-makers, but also media, public opinion and third parties.

### **Literature**

- Steve Smith, Amelia Hadfield and Tim Dunne, (2016). *Foreign Policy: Theories, Actors, Cases*, Oxford University Press, Third Edition, ISBN 9780198708902.
- E-reader..

### **Instructional format**

Tutorial group meetings and lectures (attendance is mandatory).

### **Examination**

During the course, students can choose what kind of midterm assignment they will do after they discuss it with the tutor. These assignments can range from presentation(s) to midterm paper(s) or writing journals. Each assignment will be analytical and will reflect the application of the relevant literature. Different deadlines will be applied to different assignments. In the final examination students will be given an option to choose either a take-home exam or a paper (on a topic students choose and approved by the tutor). Class participation will also be taken into account in the assessment.

## **SSC3051 Contemporary Critical Security Studies**

### **Course coordinators**

B. Erdogan (MA), Faculty of Law, International and European Law, International Relations,  
birsen.erdogan@maastrichtuniversity.nl

Semester	Period	ECTS	Core
Spring	5	5	Social Sciences

### **Prerequisite**

SSC1006 International Relations.

### **Objectives**

- To understand 'security' in International Relations (IR) as a complex concept with changing meanings and applications.
- To discuss the consequences of different meanings for security critically.
- To deconstruct the given notions and policies about security and ask questions like what is included, excluded, legitimized and justified in them.
- To illuminate the main theoretical assumptions of the several approaches of security studies in IR by placing the main focus on the more contemporary and critical ones.
- To explore the ways how contemporary or critical security studies challenge traditional security studies.
- To discuss in what ways contemporary security approaches compare and contrast with each other.
- To emphasize the empirical application and practical use of such approaches by discussing each approach with a relevant case study.

### **Description of the course**

Security Studies during the Cold War was a rather limited and narrow sub-field of International Relations mainly focusing on state security and defining threat only in military terms. By the end of the Cold War period, new schools of thought have emerged in the field of Security Studies in parallel with the emergence of new kinds of threats against human well-being and security. Today, Contemporary Critical Security Studies represents a large group of scholars, schools, approaches and understandings.

This course deals with a number of these schools and approaches. It starts with an introduction to the conventional security (Realism and Liberalism) and explains why these approaches are found unsatisfactory by the academic community at the beginning of the 1990s. Then it explains various theoretical positions from constructivism to Feminism (gender security), Green Theory (environmental security) and Post-Colonialism (security from non-Western perspectives). Then it introduces contemporary concepts like 'Securitisation' which is developed by the Copenhagen School and discusses 'security networks' or 'security apparatus' investigated by the Paris or Sociological school. Another relevant contemporary approach is called 'Human Security,' and the course explains the development of this concept. In general, the course aims at giving an idea to the students of International Relations how Critical Security Studies has developed as a separate sub-field of International Relations, which was the biggest contribution of the Wales or Aberystwyth Schools.

The course also discusses several contemporary issues to give a broader understanding to the students about the application of theories and approaches (such as poverty, migration, borders, cyberwar, new technologies and warfare, responsibility to protect, humanitarian intervention, war against terror, and other contemporary security issues).

### **Literature**

- Columba Peoples and Nick Vaughan-Williams (2012), *Critical Security Studies: An Introduction*, 2<sup>nd</sup> edition Routledge.
- E-reader.

### **Instructional format**

Tutorial group meetings and lectures. Attendance is compulsory.

### **Examination**

During the course, students can choose what kind of midterm assignment they will do after they discuss it with the tutor. These assignments can range from presentation(s) to midterm paper(s), from writing journals to making book/movie reviews. Each assignment will be analytical and will reflect the application of the relevant literature. Different deadlines will be applied to different assignments. In the final examination students will write an extensive and analytical final paper (on a topic students choose and approved by the tutor). Class participation will also be taken into account in the assessment.



## **SSC3052    *The Aftermath of Atrocity: A Course on Transitional Justice and Post-conflict Reconstruction***

### **Course coordinator**

Dr. R. Moerland, Faculty of Law, Department of Criminal Law and Criminology,  
roland.moerland@maastrichtuniversity.nl

Semester	Period	ECTS	Core
Spring	5	5	Social Sciences

**NB:** This course was formerly known as SSC3052 Criminology and Transitional Justice.

### **Prerequisites**

Two 2000-level courses in the Social Sciences or Humanities.

### **Objectives**

- An understanding of transitional justice and how to deal with grave historical injustices from the past. Although the course addresses the roles of many different actors, the role of the victim will receive more substantial attention.
- To examine different approaches to post-conflict justice (retributive, restorative and transformative approaches) and their policy implications.
- To provide for a critical overview of different instruments for transitional justice, such as, apologies and forgiveness, memorialization and commemoration, truth telling and truth commissions, impunity, pardons and amnesties, compensation, restoration, restitution of property (especially looted and stolen art), international and regional criminal courts and tribunals, lustration and vetting, etc. and to examine their impact and effectiveness.
- An understanding of issues in post-conflict reconstruction which focuses on the challenges (military, political, and social) that post-conflict societies are facing and how they impact on the consolidation of peace and stability.

### **Description of the course**

The course will first introduce and define the field of transitional justice. We will look into its historical evolution and address the rationales underlying it. The introduction furthermore includes an overview of the main mechanisms/components that can be part of the process of transitional justice and how they are interrelated.

The course will subsequently address several of these transitional justice mechanisms and in this analysis we will predominantly focus on the perspectives of the victims. Victims (and survivors) are not only a group, but also individual human beings and their wishes and interests in the aftermath of large scale conflict can be very diverse and even contradict the wishes of other victims or the group as such. What are their interests and what are their views on transitional justice including possibilities of remedy and reparation? In this context specific attention is given to the impact of violent conflict on women and children.

Throughout the course critical attention is paid to the following justice mechanisms: apologies and forgiveness, memorialization and commemoration, truth telling and truth commissions, pardons and amnesties, compensation, restoration, restitution, international and regional criminal courts and tribunals, lustration and vetting. The analysis will be concluded with a discussion of the various justice mechanisms and their potential to contribute to (or jeopardize) sustainable peace. How effective are these approaches in breaking cycles of violence? Can they bring reconciliation?

In addition to issues such as justice and reconciliation, other matters are also significant in post-conflict societies as they greatly affect the consolidation of peace and stability. Justice and reconciliation only form one pillar of reconstruction, but also in other areas constructive action is required. Such other areas of concern include, for instance, security, wellbeing, and governance. The course therefore looks into the process of reconstruction and discusses which actions are required in order to move from the precarious early stages of post conflict transition to a more sustainable situation which allows for the consolidation of peace and stability.

Several lectures will be held during this course. These lectures will be used to illustrate the discussed materials and to provide the participants with a deeper understanding of the subject matter by presenting the linkage between theory and (research) practice. During the lectures, various guest

speakers will address the subject matter from the practitioner's perspective. In addition, we will screen a number of documentaries that will be analyzed during the post-discussion. We hope that, through these documentaries, the subject matter of this course will become more accessible and less abstract.

Case studies play an important role throughout the course and we will therefore pay attention to a wide variety of cases including The Holocaust and other cases of genocide (Armenia, Australia, Cambodia, Rwanda, Srebrenica, Darfur, etc.). Although cases of genocide will play an important role in this course, the caseload is certainly not limited to genocide and other violent conflicts will be addressed as well. Here one could think of the following cases, Chili, Argentina, Guatemala, Indonesia, East Timor, Iraq, Syria, Congo, Central African Republic, etc. Not to forget the torture practices of the U.S.

**Literature**

- Handbook (t.b.a)
- E-Reader.

**Instructional format**

Tutorial group meetings, compulsory lectures and screening of documentaries.

**Examination**

A midterm- and final take-home exam both consisting of a paper. The themes and topics of the papers will be announced in due course.

## **SSC3053 Corporate Finance: Behavioural Foundations**

### ***A Touch of Responsible Investments and Behavioral Economics***

#### **Course coordinator**

Prof. dr. R. Bauer, School of Business and Economics, Finance,  
r.bauer@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

#### **Prerequisite**

Students should have taken one or more of the following three courses: SSC1027 Principles of economics, SSC2022 Accounting and accountability or SSC2036 Introduction to Business Administration.

#### **Objectives**

- You get a broad overview of the field of finance.
- You will be able to better understand financial articles in newspapers like the Financial Times, the Wall Street Journal and the Economist.
- You will be able to apply your knowledge to understand basic financial information of the firm or institutions you will work for.
- You deepen your knowledge on a specific financial topic of your choice on which you will work for your project.

#### **Description of the course**

Today's business environment is more complicated than ever. This is illustrated by the recent financial crisis and its aftermath and emerging topics like climate change and corporate social responsibility increasingly affecting corporate decision making. The field of corporate finance deals with the financing and investment decisions made by the management of companies in the pursuit of shareholder wealth maximization and dealing with the preferences of other stakeholders. This course gives a broad overview of important issues in corporate finance and combines insights from (behavioral) economics and finance. The economic side of corporate finance deals with the maximization of shareholder wealth. Managers aim at securing the greatest possible return in exchange for accepting the smallest amount of risk. For instance, a company can finance itself by borrowing money from banks, by issuing bonds or through issuing equity at the stock market. These types of decisions influence the expected return and risk of the company.

Traditional economics assumes that managers and investors are rational, self-interested people. However, there is a large body of evidence from social psychology and behavioral economics that people often act irrationally and behave pro-socially by taking the social impact of (investment) decisions into account. This course also shows how decision making biases managers and investors in their financial decisions and how social preferences of shareholders and stakeholders impact corporate social responsibility. Investors in both equity and debt claims of these companies have (heterogeneous) social preferences. Increasingly, large institutional asset owners such as public pension funds exert pressure on the management of companies with the purpose to increase the governance quality, and the environmental and social performance of their investments.

The course is largely based on real-life cases that we discuss in an interactive manner during tutorial groups. Students will debate on topics such as "What amount of risk should companies take?" and "Is it important for firms to put corporate social responsibility high on their agenda?".

#### **Literature**

- Berk, J. and P. DeMarzo, *Corporate Finance* - Pearson International Edition, Latest Edition, Pearson Education, Inc.
- Scientific articles.
- Case Studies.

#### **Instructional format**

Tutorial group meetings and lectures.

#### **Examination**

Written assignment, presentations and a final exam.

## **SSC3054 International Trade Law: Globalization, Trade and Development**

### **Course coordinator**

Dr. I. Alexovicová, Faculty of Law, Department of International and European Law,  
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Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

### **Prerequisites**

SSC2024 International Law

### **Objective**

- To gain a better understanding of the World Trade Organization and its basic legal framework.

### **Description of the course**

The recent revival of economic nationalism in various parts of the world, including in some of the traditional pillars of trade liberalization such as the United States and United Kingdom, reflect the growing fear, mistrust and hostility of many people in these countries and around the world regarding economic globalisation and international trade. While economic globalisation in general, and international trade in particular, undoubtedly offer the possibility of unprecedented prosperity for people in both developed and developing countries, they also cause numerous problems and give rise to justified concerns. The challenge facing the international community is to manage and regulate the economic globalisation and international trade so that they benefit all of humankind.

The World Trade Organization, established in 1995, is at the forefront of the multilateral effort to manage and regulate economic globalisation in general and international trade in particular. The law of the WTO governs the trade relations between the WTO's 164 Members but also concerns each of us directly, as it affects the price and quality of the goods and services we consume. Moreover, for many of us, our (future) job will be, directly or indirectly, related to (and sometimes threatened by) international trade.

Since 2001, WTO Members have been negotiating in the context of the WTO Doha Development Round on rules for the further liberalisation of international trade. To the disappointment of many, 16 years of negotiations so far have resulted in only limited agreements on new rules for international trade, achieved in Bali in December 2013 and in Nairobi in December 2015. However, the current WTO rules have played an important role in mitigating the consequences of the 2008-9 Global Financial and Economic Crisis. In the face of the dramatic drop in production and exports as well as high unemployment experienced by many countries during the 2008-9 crisis, it was feared that countries would resort to trade protectionist measures to support their domestic industries. During the Great Depression of the 1930s, the adoption of such protectionist measures deepened and lengthened the economic crisis considerably, which in turn led to political upheaval and radicalization, international tension and, eventually, war. The WTO and its rules have contributed much to the fact that countries did not - in any significant manner - resort to protectionism in response to the Global Financial and Economic Crisis and that history did not repeat itself. However, continued vigilance is called for because high levels of unemployment persist in many countries leading to pressure on governments by domestic industries calling for protection from foreign competition. Moreover, most present-day protectionist measures no longer take the form of high tariffs or small quotas (both easy to detect) but instead hide in domestic regulation or domestic policy measures.

This introductory course on WTO law and policy is recommended to all students who want to gain a better understanding of the core institutional and substantive rules of the international trading system. This understanding will enable students to also appreciate some other recent developments in the field of international economic law, such as the proliferation of preferential trade agreements. The number and coverage of such agreements have been increasing in response to the failure of the Doha Development Round to reach multilateral consensus, thereby shifting trade negotiations partly away from the WTO. Depending on the political and economic position of the involved states, some of these agreements may well set new standards for future international trade regulation. By taking this course, students will gain understanding of not just the WTO but also of other recent developments in international economic relations.

The course is built around a number of true-to-life international trade problems represented in the form of case studies. The course addresses six themes. It starts by examining the phenomenon of economic globalization and, the arguments for and against free trade, as well as the role of law in international economic and trade relations. Secondly, the course looks at the history, objectives, structure, functions, decision-making and membership of the WTO. Thirdly, the WTO's unique system for the resolution of trade disputes is discussed. Fourthly, the principles of non-discrimination in WTO law (namely the obligations of most-favoured-nation treatment and national treatment) are examined. Fifthly, the WTO rules on market access, dealing with tariff barriers and some non-tariff barriers to trade in goods and services are addressed. Finally, the provisions of WTO law that aim to balance trade liberalization with

other societal values (such as health, environment and security) by means of exceptions to WTO obligations are discussed.

#### **Literature**

- Van den Bossche, P., *The Law and Policy of the World Trade Organization: Text, Cases and Materials*, Third edition (Cambridge University Press, 2013), selected chapters and/or sections only.
- The Legal Texts - *The Results of the Uruguay Round of Multilateral Trade Negotiations* (Cambridge University Press, 1999, reprinted 2007). The relevant WTO legal texts can also be found on the WTO website.

#### **Instructional format**

The course consists of two mandatory tutorial meetings per week and a number of lectures. The lecturers deal with selected topics covered by the course and are either conducted by a visiting lecturer or offered in the form of recorded lectures by Prof. Van den Bossche. The tutorial meetings, held in principle twice a week, are dedicated to detailed discussion of case studies that address problems covered by the relevant theme and are prepared by students beforehand in writing. They are in principle conducted by the course coordinator.

#### **Examination**

Written assignment submitted during the course and a final written exam. In case of a lower course enrollment, an oral exam may be held instead of a written exam.

## **SSC3055 Chinese International Relations and Foreign Policy**

### **Course coordinators**

Dr. C. Yuk-Ping Lo and Dr. M. Stout, University College Maastricht  
mark.stout@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

Course is on offer for 2018-19 and possibly 2019-2020

### **Prerequisite**

At least one of the following: SSC1006 International Relations or SSC1025 Introduction to Political Science and COR1003 Contemporary World History.

### **Objectives**

- To teach students the main Chinese Foreign Policy challenges in the 21st century.
- To teach students to analyze theoretical approaches in the examination of Chinese Foreign Policy issues through data interpretation and information gathering.
- Students should have a more nuanced understanding of Chinese foreign policy and be able to use some of the theories in the discipline to explain the logic behind the decision-making of foreign policy in China.
- Students will demonstrate critical thinking skills in evaluating the nature and process of foreign policy making in China.

### **Description of the course**

The economic and political reforms of the 1980s and 1990s transformed China into the world's second-largest economy in less than a generation. Its economic growth has allowed the country to seek a greater role in shaping world politics. In this advanced-level undergraduate course we are trying to make sense of Chinese foreign policy—how China approaches the world and what shapes its external behaviors—in the contemporary era.

This course begins with an introduction, laying out the overall course structure, introducing key theoretical perspectives and approaches to Chinese International Relations, historical overview, principles and goals of Chinese Foreign Policy, as well as the main domestic debates on foreign policy. The domestic and international determinants for a changing Chinese Foreign Policy are examined as is China's relationships with its neighbours, the US and other international institutions.

### **Literature**

- Alastair Iain Johnston and Robert S. Ross (eds.). *New Directions in the Study of China's Foreign Policy*. Stanford: Stanford University Press, 2006.
- Shao Binhong (eds.). *The World in 2020 According to China: Chinese Foreign Policy Elites Discuss Emerging Trends in International Politics*. Leiden, Koninklijke Brill, 2014.

### **Instructional format**

Tutorial group meetings/workshops and individual study and feedback.

### **Examination**

An individual research paper and a final essay-writing exam.

## **SSC3056 Innovation Systems, Policy and Sustainability Transitions**

### **Course coordinator**

Dr. S. Türkeli, School of Business and Economics, UNU-MERIT,  
serdar.turkeli@maastrichtuniversity.nl

Dr. P.H. Wong, Faculty of Humanities and Science, Maastricht Graduate School of Governance,  
pui-hang.wong@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

### **Prerequisite**

SSC1017 Principles of Economics OR SCI1016 Sustainable Development: An Introduction.

### **Recommended**

At least two 2000-level Social Sciences courses.

### **Objectives**

To gain holistic, interdisciplinary and critical knowledge in the analyses of:

- varieties of systems of innovation and sustainability transitions from political economic and societal perspectives, which integrates economic, social, environmental, as well as policy perspectives.
- in particular, varieties of systems (e.g. technological, regional, socio-technical systems), entrepreneurs (e.g. technological, social, environmental), sciences in systems (e.g. natural and social sciences), innovations (e.g. technological, social, environmental eco-innovations), transitions (e.g. technological, regional, societal, sustainability transitions), and alternative economies (e.g. circular economy, social economy, digital economy, bio-economy, sharing economy).
- varieties of systems and transitions from a global perspective (e.g. contexts and cases of high and middle/low income countries, emerging markets and powers, international cooperation in between).
- varieties of systems and transitions from a human perspective (e.g. varieties of entrepreneurs and of outcomes, e.g. agency, quality of life, well-being, happiness, peace).
- To acquire an evidence-based approach for different policy analysis and design styles, and formulation techniques on how to write a policy brief in practice.

### **Description of the course**

The issues, that the political economic systems create while moving forward with a multitude of attempts in structuring our everyday lives and possible futures, continue to systematically socialize negative economic, environmental and social impacts over us and the world society. Much needed global societal transition towards alternative settings calls for a comprehensive understanding and the analysis of the working of the multi-scalar socio-technical systems. Accelerating the evolutionary scientific, technological and social sustainability transitions towards alternative societal futures requires a holistic, interdisciplinary and critical know-how which will be introduced by a set of lectures and enhanced by participatory discussions. Lectures and discussions are supplemented by optional multi-method research, entrepreneurial mentoring, critical advocacy and evidence-based policy writing skills sessions. After completing this course, participants will acquire working knowledge on ideas, interests, institutions of societal relevance and be able to design new actions or policies for change making in varieties of systems, sciences, innovations, transitions, economies, contexts, and, ultimately on the sustainability outcomes.

### **Literature**

- E-reader.

### **Instructional format**

Lectures and tutorial group meetings.

### **Examination**

Participation, traditional or video presentation, and a final paper.

## **SSC3057 Economics and Society: History of Economic Thought**

### **Course coordinator**

Dr. T. Meissner, School of Business and Economics,  
t.meissner@maastrichtuniversity.nl  
Prof. dr. T. van Veen, School of Business and Economics,  
t.vanveen@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

### **Prerequisites**

SSC1027 Principles of Economics; COR1002 Philosophy of Science SSC2048 Intermediate Microeconomics

### **Objective**

This course aims to discuss solutions that economists have considered to tackle economic problems such as economic decision making and the role of rationality, the organization of an economy and the effectiveness of economic policy. We discuss the theoretical context and the development of economic thinking. We will extensively pay attention to different views that exist in economic theory.

### **Description of the course**

The first part of this course is about how people make economic decisions. We will start out with an introduction to the "standard" economic paradigm of expected utility theory and rational choice. We will then continue to look at how the influence of other disciplines, such as psychology and sociology, has changed the understanding of how people make economic decisions. In particular, we will analyze how people deviate systematically from the self-interested, utility maximizing, rational behavior that has been traditionally assumed when modelling economic choice.

The second part of this course discusses macroeconomic theories and policies. The main question that macroeconomists try to address is: is macroeconomic demand policy effective? This question has caused and still causes huge debates among macroeconomists, in particular between New-Keynesian, Post-Keynesian and Austrian economists. The link with the first part of the course is that the more behavior deviates from standard rational behavior, the more the government needs to act as a coordinator in an economy. Hence, discussions about modelling economic behavior have been all around in discussions among macroeconomists.

### **Literature**

To be announced. We use a textbook and articles.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Written exam with open questions (if the number of students < 5 we organize an oral exam); a Presentation grade; and a participation grade.



# ***Skills Trainings (SKI)***

## **SKI1004 Research Methods I**

### **Course coordinator**

Dr. J. Moes, University College Maastricht,  
jeroen.moes@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall / Spring	1 / 4	2.5	

### **Prerequisite**

None.

### **Objectives**

After taking Research Methods I, you will know about:

- What research is, its philosophical foundations, and what the concepts are by which to evaluate it.
- Formulating a good research question, and matching it to a systematic research design.
- Qualitative, Quantitative and Mixed Methods, and what their respective advantages are.
- Interpreting research outcomes from a wide variety of approaches.
- Basic statistics, sampling strategies, and survey question design.
- Working with SPSS and executing basic commands.

### **Description of the course**

Research is “creative work undertaken on a systematic basis in order to increase the stock of knowledge [...]”. This goal can be achieved in a wide variety of ways. We can count “things”, add them up, calculate statistics about them, and get a reliable overview of “things”. We can also describe those “things” in great detail and question why they are the “things” that they are, and what that means in the context of those “things”. Which approach is better? The answer is that this depends on what you want to learn about those “things”. In other words, if we want to “increase the stock of knowledge”, it partly depends on which knowledge you are interested in increasing (your “puzzle” and specific questions), and partly also on what you consider “knowledge” to be in the first place. In Research Methods I, we will address these issues in great detail, and we will go into how a research project can be set up in alignment with the answers to these questions.

Research Methods I (SKI1004), Research Methods II (SKI1005), and the Research Project (PRO1012) form one coherent semester-long block of courses in which you will start from scratch and end with your own finished research project. Along the way, we will discuss a wide variety of research approaches frequently used in the humanities, social sciences, and the sciences. Another goal of this sequence of courses is for UCM as an academic community to further develop its multi/interdisciplinary character, and for students to be able to reflect and comment on each other’s work, no matter how diverse that may become in the course of the next three years.

The first component of this three-course block is Research Methods I. Within this block, you will learn the basics of research: about the systematic and logical aspects that are (virtually) universal across research styles, and about the differences that define them. We will develop a common vocabulary to evaluate and talk about research, and we will work on where it all begins: asking the right questions. From there, we will consider the sub-questions and hypotheses that flow from the central research questions, the data (broadly defined) that we would need to find answers, and how we can analyze that data.

### **Literature**

- Gray, D. E. (2014). *Doing Research in the Real World (Third ed.)*. London: Sage Publications.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Grades are based on (1) a written assignment and (2) a final examination at the end of the course period.

## **SKI1005 Research Methods II**

### **Course coordinator**

Dr. J. Moes, University College Maastricht,  
jeroen.moes@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall / Spring	2 / 5	2.5	

### **Prerequisite**

SKI1004 Research Methods I.

### **Objectives**

After taking Research Methods II, you will know about:

- Designing a realistic research project.
- Interviewing techniques and conducting basic qualitative research.
- Designing and executing a basic survey.
- Presenting your ideas in a poster format.
- Basic methods in the sciences, and how a lab works.
- Intermediate statistics, sampling strategies, and intermediate commands in SPSS.

### **Description of the course**

Research is “creative work undertaken on a systematic basis in order to increase the stock of knowledge [...]”. This goal can be achieved in a wide variety of ways. We can count “things”, add them up, calculate statistics about them, and get a reliable overview of “things”. We can also describe those “things” in great detail and question why they are the “things” that they are, and what that means in the context of those “things”. Which approach is better? The answer is that this depends on what you want to learn about those “things”. In other words, if we want to “increase the stock of knowledge”, it partly depends on which knowledge you are interested in increasing (your “puzzle” and specific questions), and partly also on what you consider “knowledge” to be in the first place. In Research Methods I, we will address these issues in great detail, and we will go into how a research project can be set up in alignment with the answers to these questions.

Research Methods I (SKI1004), Research Methods II (SKI1005), and the Research Project (PRO1012) form one coherent semester-long block of courses in which you will start from scratch and end with your own finished research project. Along the way, we will discuss a wide variety of research approaches frequently used in the humanities, social sciences, and the sciences. Another goal of this sequence of courses is for UCM as an academic community to further develop its multi/interdisciplinary character, and for students to be able to reflect and comment on each other’s work, no matter how diverse that may become in the course of the next three years.

In Research Methods II, we will build on the foundation laid out in Research Methods I to work towards your own research proposal at the end of this course. Along the way, we will work on designing a research project that is feasible with limited resources in terms of time and money, but more importantly, we will work on some specific skills and techniques that will allow you to actually go out and do research. In the research methods Project in period 3 or 6 you will execute that proposal and finish with a paper presentation about your findings.

### **Literature**

- Gray, D. E. (2014). *Doing Research in the Real World* (Third ed.). London: Sage Publications.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Grades are based on (1) an individual poster presentation due halfway through the course and (2) a group research proposal due at the end of the course period.

## **SKI1008 Introduction to Academic Skills I**

### **Course coordinator**

A. Wellum, University College Maastricht,  
alice.wellum@maastrichtuniversity.nl  
E. Lezcano Margarit (MSc), University College Maastricht,  
e.lezcanomargarit@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall/Spring	1 / 4	2.5	

This course is not open to exchange students.

### **Prerequisite**

None.

Note: The instructions in this course are closely aligned with the writing assignments in COR1003 Contemporary World History and COR1005 Theory Construction & Modelling Techniques. Therefore, students who are enrolled in SKI1008 are strongly encouraged to also take either COR1003 or COR1005.

### **Objective**

- To acquaint students with the academic skills necessary.

### **Description of the course**

The transition from secondary to tertiary education is often experienced as challenging for students, especially considering the expectations at university with regard to students' academic skills, such as study skills, essay writing, critical and analytical thinking, or skills such as argumentation. It is therefore imperative to support and train students right from the start to take on a professional ethos with regard to their university studies and their personal and academic development.

The skills course Introduction to Academic Skills consists of a semester-long program spanning three periods. In this skills course, students are encouraged to take their academic development into their own hands. Seminars, practical sessions, workshops, and (written) assignments will focus on acquainting students with the core academic skills needed to be successful at university. Moreover, the sessions are set up in such a way that students will be able to put their newly acquired skills and insights into practice in the courses that run parallel to this skills course.

Through continuous reflection on their personal learning process, in combination with periodic assessment of this process, students will be able to conclude this course with a clear overview of their competencies with regards to general academic skills as well as specific skills such as: study skills, information literacy skills, analytical and critical thinking skills, writing skills, time management, and organizational skills.

Successful completion of SKI1008 is essential to be able to register for SKI1009 Introduction to Academic Skills II.

### **Literature**

- Required reading material will be available in on Student Portal.

### **Instructional format**

Lectures, workshops, and tutorial group meetings.

### **Examination**

Several written assignments.

## **SKI1009 Introduction to Academic Skills II**

### **Course coordinator**

A. Wellum, University College Maastricht,  
alice.wellum@maastrichtuniversity.nl  
E. Lezcano Margarit (MSc), University College Maastricht,  
e.lezcanomargarit@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall/Spring	2 / 5	2.5	

This course is not open to exchange students.

### **Prerequisite**

SKI1008 Introduction to Academic Skills I.

### **Objective**

- The aim of this project is to acquaint Liberal Arts & Science students with the process and practice of writing an interdisciplinary research paper. Furthermore, the goal is to familiarize students with working in an interdisciplinary group.

### **Description of the course**

The transition from secondary to tertiary education is often experienced as a rather challenging one for students, especially considering the expectations at university with regard to students' academic skills, such as essay writing, critical and analytical thinking, or skills such as argumentation. It is therefore imperative to support and train students right from the start to take on a professional ethos with regard to their university studies and their personal and academic development.

The second part of the Introduction to Academic Skills series will focus on honing the skills learned during ItAS I, and exploring skills necessary to surviving not just the first period but an entire semester at UCM. For this, we will continue exploring study skills, fine-tuning academic writing skills, and practicing information literacy skills. In the final part of the course, students will come together in groups to set up their research and writing project in anticipation of the Introducing Academic Communication: A Writing Project.

### **Literature**

- Required reading material will be available in on Student Portal.

### **Instructional format**

Lectures, tutorial group meetings and workshops.

### **Examination**

Written assignments.

## **SKI2000 Language Trainings**

### **Course coordinator**

Maastricht University Language Centre  
www.maastrichtuniversity.nl/languages

Semester	Period	ECTS	Skills
Fall/Spring	1 / 2 and 4 / 5	2.5	

### **Prerequisite**

Language trainings are open to all UCM students. Within the UCM curriculum a language course counts as a 2000-level skills training. Each student can take up to two language courses or 5 ECTS in total. UCM uses a specific registration procedure for language trainings (see below). To determine the level of a course that is suitable to a student's proficiency in the language, the registration procedure includes an intake interview with a teacher of the language in question.

### **Objective**

Please refer to the website of the Language Centre UM, [www.maastrichtuniversity.nl/languages](http://www.maastrichtuniversity.nl/languages), for further information about the levels and content of the courses.

### **Description of the courses**

Students can choose a language course from the list of courses that are on offer for UCM students as long as it is not English or their native language. It goes without saying that the choice of a certain language course can be related to future plans and the country students select for doing their semester abroad. However, this is not obligatory.

### **Literature**

Most courses use standard text- and workbooks that can be obtained at Studystore. In some courses materials will be used that the Language Centre UM has developed. Those materials will be handed out to you by your tutor or they will be sent to you by e-mail or Student Portal. Further information on the books that need to be obtained can be found at the website [www.maastrichtuniversity.nl/languages](http://www.maastrichtuniversity.nl/languages)

### **Instructional format**

Dutch courses run for 7 weeks (two sessions per week) or 14 weeks (with one session per week). The modern languages courses run for 14 weeks (with one session per week). Please note that the majority of language courses are taught in the evenings.

### **Examination**

All language courses will use an assessment procedure to determine whether or not you have passed or failed the course. The test results will be graded on a 10-point scale.

### **Attendance**

Language courses have an attendance requirement of 85%, which means that you are allowed to miss two sessions. If you miss three sessions you must give your tutor a valid reason. The tutor will then decide on the validity of the reason. Only if your reason is held to be valid, you will be given an extra task by the tutor. If you miss four sessions or more you fail the course.

### **Registration procedure**

A list of language courses open to UCM students is printed on the registration form that can be obtained at the Office of Student Affairs and the course registration environment under "UCM Students" in Student Portal.

The registration procedure consists of

- Selecting a training using the special UCM registration form. This form will be distributed with the regular UCM course registration form.
- An intake interview. If necessary the Language Center will send you a request for an intake interview to determine your current proficiency.

On the form, you will find a more detailed description of registration and the deadlines that are applicable. Please read it carefully before registering!

## **SKI2005 Back to the Sources**

### **Course coordinator**

Dr. P. del Hierro, Faculty of Arts and Social Sciences, History,  
pablo.delhierro@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Spring	4	2.5	

### **Prerequisite**

None.

### **Objectives**

- To familiarize students with the most important types of primary sources (esp. on the history of the EU) and the ways to find these sources (heuristic objective).
- To stimulate a critical and methodical attitude towards sources (critical objective).
- To differentiate between primary and secondary sources.
- To appreciate the importance of primary sources for the study of historical phenomena in general.
- To recognize the different characteristics and pitfalls of the several types of primary sources.

### **Description of the course**

Reading history is not the same as researching it. Researching history means pursuing one's own enquiry into the past, instead of following another historian's argument about it. Above all, researching history implies not relying on 'second-hand' information. Instead, it involves going back to the primary historical sources as much as possible. However, going back to the sources is not as simple and straightforward as it may sound. There are all sorts of difficulties involved, intellectual as well as practical.

This Skills training offers a first introduction to the ways historians deal with these difficulties. During the Skills training, students will discuss the information-value of several historical sources, especially public political statements, archival records and public opinion sources. The several specific sources that students will discuss during the course will all be related to one specific theme: the origins of the first European Community, the European Coal and Steel Community (ECSC), established in 1952 (and the first that ceased to exist, in 2002). This early episode in the history of European integration is particularly suited for an introduction to historical research because a variety of archival and other primary sources is readily available. It is also an interesting topic because it has led to controversy among historians. What was the role of the leading politicians and officials involved, especially Schuman and Monnet? To what extent did existing idealism about European unity play a role? Or was the initiative to establish the ECSC rather inspired by national self-interest of the states involved?

This Skills training will be a useful guide to those students who are keen on doing historical research in the future. But it will also prove to be of value to those with a general interest in history and in the history of the European integration process in particular. By offering knowledge and insights on how the historian works, it will mentally equip students to assess the strong and the weak aspects of the histories they will be reading. This will enable them to inform themselves on specific topics, especially topics concerned with the process of European integration.

### **Literature**

- E-reader.

### **Instructional format**

Four meetings in which the literature and the written assignments are discussed.

### **Examination**

Written assessment. Three short papers spread over the course.

## **SKI2007 Presentation Skills**

### **Course coordinator**

Dr. D. Vliegthart, University College Maastricht  
dave.vliegthart@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall/Spring	1 / 4	2.5	

### **Prerequisites**

Students must be familiar with slideware, such as PowerPoint or Prezi.

### **Objectives**

The purpose of this course is to improve your (academic) presentation skills, by learning how to:

- Identify fundamental components of an academic presentation.
- Structure a message in a clear, concise and convincing manner.
- Convey complex information clearly, both verbally and visually.
- Explore ways to engage an audience and make your message stick.
- Cope with nervous tension and increase your confidence as a presenter.
- To give and receive constructive feedback on an academic presentation.

### **Description of the course**

This course will help you to prepare for future presentations during your studies as well as in your professional career. Apart from a general introduction to fundamental presentation skills in the opening lecture, this course is based on learning-by-doing. Each student will give four presentations: one 5-minute presentation on an informal topic determined by the course coordinator and three 15-minute presentations of an academic nature. Students choose their own topics for their academic presentations; preferably topics they are interested in and have already researched. Fellow students provide extensive oral and written feedback after each presentation.

Students will receive feedback on their presentations from their peers and their tutor, with regards to e.g.

- *Delivery*: speech pace and pauses; tone of voice; body language such as posture, gestures, movement.
- *Structure*: providing an introduction, body and conclusion, with clear transitions between different sections of a presentation, using a logical sequence of information, with main points and subpoints.
- *Content*: providing sound descriptions and interpretations of the main topics, supported by relevant academic methods and theories and other reliable sources, and clarified with examples or metaphors.
- *Visual Aids*: using slideware that supports, and does not distract from, the content of the presentation, including key words, clarifying images such as (photo)graphs, and entertaining touches like cartoons.
- *Audience*: tailoring the form and content of one's message to the audience; interacting with the audience during the presentation as well as adequately responding to their questions afterwards.
- *Feedback*: providing and receiving constructive feedback on presentations to/from fellow students.

### **Literature**

- E-reader.

### **Instructional format**

An introduction lecture on fundamental (academic) presentation skills and tutorial group meetings.

### **Examination**

One informal 5-minute presentation (pass/fail).

Two 15-minute practice presentations (2 x 20%).

One 15-minute final presentation (40%).

Two 500-word feedback reports on a presentation of a fellow student + participation in class (20%).



## **SKI2048 Introduction to Discourse Analysis**

### **Course coordinator(s)**

Dr. V. Lifrieri, University College Maastricht,  
veronica.lifrieri@maastrichtuniversity.nl

Dr. D. Vliegthart, University College Maastricht,  
Dave.vliegthart@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Spring	5	2,5	

### **Prerequisites**

None.

### **Objectives**

In this introduction to discourse analysis, students will acquire:

- basic knowledge of some discourse analytical theories;
- basic methods for investigating the socially constructed nature of perceptions of “reality”;
- basic skills for applying multi-level discourse analysis.

### **Description of the course**

Many discourse analytical approaches start from the assumption that a discourse is socially constructed. A “discourse” is an ensemble of verbal and non-verbal practices, which reciprocally structure and are structured by our perceptions of the world around us. A discourse does not just translate reality into language, but influences how we see reality. Discourse analysis provides the methodology for challenging tacit knowledge underlying our perceptions of reality.

This course makes abstract theories about discourse analysis more concrete by examining how specific discourses about, for instance, religion, secularization, globalization, orientalism, occidentalism, gender, etc. emerge from texts.

### **Literature**

- Gee, J.P. (1999). *An Introduction to Discourse Analysis: Theory and Method* (2nd Ed.). Oxon: Routledge.
- E-reader.

### **Instructional Format**

Lectures and tutorial group meetings.

### **Examination**

Grades are based on:

- (1) a 15-min presentation of your analysis of a prescribed text, which serves as the basis for a group discussion [40%];
- (2) participation in the group discussions (pass/fail);
- (3) a 2000-word paper, which applies discourse analysis to a (tutor pre-approved) text of your own choosing [60%].

## **SKI2049    Argumentation I**

### **Course coordinator**

W. Giernalczyk (MSc), University College Maastricht,  
wolfgang.giernalczyk@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall/Spring	1 / 4	2.5	

### **Prerequisite**

Students who take the course need to have written at least one academic paper.

### **Objectives**

This skills training provides a general introduction to the analysis of arguments. At the end of the skills training students should be able to:

- Identify and carve out the underlying structures and logical connections of written and verbal arguments.
- Translate these structures into a visual representation by drawing patterns of these arguments.
- Evaluate arguments with regards to their structure and content by applying Govier's "ARG method" (this entails the ability to identify fallacies).
- Build and present own arguments in a structured and cogent fashion, taking the evaluative criteria of the "ARG method" into account.
- Improve their approach to structure papers, exam answers and presentations.

### **Description of the course**

In this skills training we work from two fundamental assumptions regarding arguments:

1. They have a specific structure, which can be made visible and evaluated.
2. The quality of an argument depends on its structure as much as it depends on its content.

In order to "get a grip" on arguments the course is divided into four parts that introduce information and exercises to gradually develop the skill of argument analysis. The first part will serve as an introduction discussing the general characteristics and typology of arguments. Furthermore, in this part students learn how arguments can be standardized and how argumentative structures can be visualized by drawing patterns. The core question this part of the course seeks to answer is: What is the structure of arguments and how can one reveal this structure? This part of the course will also contain an introductory lecture, entitled "Standardizing Arguments".

In part two an informal but systematic method for evaluating the quality of arguments, the ARG-method, is introduced. By assessing the acceptability of premises, the relevance of premises with regards to the conclusion they are supposed to support, and the logical connection between premises and the following conclusion, the ARG-method enables us to examine both structure and content of an argument. During this part of the course an introduction to bad arguments, so-called fallacies, is provided as well. A Lecture, "Evaluating Arguments", will accompany this part of the course.

In the third part the knowledge and skills provided in the first two parts will be applied to complete texts, seeking to isolate the arguments they present in a systematic way and evaluate whether or not they are good arguments.

Part four moves beyond the analysis of already existing arguments. In this part, standardization and patterns of arguments, as well as the ARG-method, will be used to construct arguments. Furthermore it will be practiced how the skills learned throughout the course can be applied for the purpose of writing academic papers.

**Note:** Students considering enrolling for the skill trainings in argumentation should be aware that the course will not focus on rhetoric and debating skills (although it can be assumed that the analytical skills acquired in this course will be helpful for debates).

### **Literature**

- E-reader with various articles and chapters on argument analysis and logic.

### **Instructional format**

Assignment-based discussion, supplemented by lectures.

### **Examination**

A midterm assignment asking students to conduct an analysis of one of their own papers using the techniques of argument analysis and a final assignment in which students compose an argument of their own.

## **SKI2077 Lab Skills: Cell Biology**

### **Course coordinators**

Dr. B. Schutte, Faculty of Health, Medicine and Life Sciences, Department of Genetics & Cell Biology, bert.schutte@maastrichtuniversity.nl (corresponding coordinator)

Dr. J Broers, Faculty of Health, Medicine and Life Sciences, Department of Genetics & Cell Biology, jos.broers@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Spring	4	2.5	

### **Prerequisite**

This course is designed to be taken in combination with SCI2037 Cell Biology. Students who wish to take this course should concurrently enroll in SCI2037 Cell Biology or have taken it or SCI2003 Molecular Genetics and Cell Biology prior to enrolling in SKI2077.

### **Objective**

- To develop laboratory skills in the field of cell biology.

### **Description**

The aim of this course is to develop competences in the planning and performance of experiments and in the evaluation of results using common techniques in molecular genetics and cell biology. The skills training starts with an introductory lecture providing information on the assignments as well as an introduction into Good Laboratory Practice (GLP) and Safe Laboratory Practice (SLP). Students perform experiments on several different topics.

### **Literature**

- There is no main book for this course. A list of the books in which these suggested readings can be found is provided; these books are all available in the Reading Room at UCM and/or in the library at the UNS50. In addition to the books, E-reader will be posted in the Student Portal.

### **Instructional format**

Practical assignments and lectures. The practical assignments take place at the laboratories of the Faculty of Medicine, Health and Life Sciences (FMHL) in Randwijck.

### **Examination**

Assessment will be based on written assignments (in pairs of 2 students) prior to each practical, a presentation (in pairs of 2 students) to conclude the practical sessions, and a written exam in the final week.

## **SKI2079 Lab Skills: Human Anatomy & Histology**

### **Course coordinators**

Dr. L. Köhler, Faculty of Health, Medicine and Life Sciences, Anatomy & Embryology,  
leo.koehler@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Spring	5	2.5	

### **Prerequisite**

This course is designed to be taken in combination with SCI2009 Human Physiology. Students who wish to take this course should concurrently enroll in SCI2009 Human Physiology or have taken it or SCI2008 Homeostatic Principles of Human Physiology prior to enrolling in SKI2079.

### **Objectives**

- To gain knowledge and experience in microscopic studies of the histology of blood vessels, tissue types and organs.
- To gain knowledge and experience in macroscopic studies on corpses with regard to the anatomy of the thorax and abdomen.
- To gain knowledge and experience in macroscopic studies on human plastinates and models with regard to the anatomy of the kidney, lungs, heart, vessels and the digestive tract.

### **Description of the course**

The aim of this skills training is to familiarize students with skills and knowledge concerning human anatomy and histology. The histology part entails a practical introduction to virtual microscopy, followed by microscopic studies of the histology of blood vessels, individual cell types and structures in diverse tissues of the circulatory, urinary, respiratory and digestive tract where the computer serves as microscope. Each "virtual microscopy" session start with a short 10- minute lecture introducing the topic. During the sessions, students use a handbook (Powerpoint file) with tasks and questions. At the end of each session students will have produced their own booklet, complete with annotated histology pictures. If you have a histology book, it is highly advisable to bring it to the course. Students are encouraged to work in groups of two (in the histology section of the course) or more (in the anatomy section of the course) to discuss their findings. The macroscopy part of the course entails an introduction to the autopsy room. Students will perform observatory studies on corpses, models and human plastinates guided by a list of tasks and questions, part of which needs to be studied in advance at home. Both for the histology sessions and the anatomy sessions, a self-study manual and a manual for the actual practical session are provided. Students are expected to prepare the self-study manuals at home – and questions on those manuals will be asked at the beginning of each session.

### **Literature**

- Gartner, L.P. & Hiatt, J.L. (2007). *Color Textbook of Histology*. (3<sup>rd</sup> ed.). Philadelphia: Elsevier. (UM-Library).
- Junqueira, *Basic histology, a text and atlas*. (13<sup>th</sup> ed.). Online edition:  
<http://accessmedicine.mhmedical.com/content.aspx?bookid=574&sectionid=42524590>
- Kierszenbaum, A. (2001). *Histology and Cell Biology*. (1<sup>st</sup> ed.). Philadelphia: Mosby. (UM-Library).
- Ross, M.H. & Pawlina, W. (2011) *Histology, a text and atlas*. (6<sup>th</sup> ed.). Philadelphia, Wolters Kluwer.
- Netter, F. (2006) *Atlas of Human Anatomy*. (4<sup>th</sup> ed.). Philadelphia: Elsevier. (UM-Library).
- Sobotta, J., Putz, R., Pabst, R., Putz, R., Bedoui, S. (2006). *Atlas of Human Anatomy*. (14<sup>th</sup> ed.). München: Elsevier. (UM-Library).
- Drake, R.L., Vogl, W., Mitchell, A.W.M., Shaw, A.-M., Gray, H. (2005). *Gray's Anatomy for Students*. Philadelphia: Elsevier. (UM-Library).
- Agur, A.M.R., Dailey, A. F. (2013) *Grant's Atlas of Anatomy*. (13<sup>th</sup> ed.) Philadelphia, Wolters Kluwer.A
- Practical instruction manuals and short atlases (E-reader).

### **Instructional format**

Practical assignments and lectures. The practical assignments take place at the laboratories of the Faculty of Medicine, Health and Life Sciences (FMHL) in Randwijck.

### **Examination**

Student evaluation will be based on four written short tests after every studied organ, a written exam at the end of the course, and the students' behaviour during the practical sessions (formative).

## **SKI2083 Strategy and Negotiation**

### **Course coordinator**

Dr. M. Stout, University College Maastricht,  
mark.stout@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Spring	5	2.5	

### **Prerequisite**

None.

### **Objectives**

- To provide students with knowledge of the theories relating to strategy and negotiation.
- To train students in negotiation and strategy making.

Students will concentrate on basic strategy and negotiation logic and skills, i.e. the successful pursuit of your aims by understanding the tools and tricks of the trade.

### **Description of the course**

Strategy and negotiation are central to almost every area of life. From the seminar room to the boardroom individuals strive to further various interests by persuasion and careful planning. The formulation of strategy is refined by use of a range of analytical tools and these need to be learnt and practised. Much the same can be said for carrying out negotiations. This course aims to make students aware of the importance and relevance of negotiation and strategy and to provide the tools necessary to be effective negotiators.

### **Literature**

- Saner, R., *The Expert Negotiator*, 4th Revised Edition (2012) Martinus Nijhoff Publishers.

### **Instructional format**

Assignment-based discussion. The skills training also contains practical assignments.

### **Examination**

A group simulation grade, a contribution to a group position paper and an individual paper.

## **SKI2084 Writing in an Academic Context: Improving Argumentation and Style**

### **Course coordinator**

A. Wellum, University College Maastricht,  
alice.wellum@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall/Spring	2 / 5	2.5	

### **Prerequisite**

None.

### **Objectives**

- To develop awareness of the conventions of academic writing.
- To understand how to write clearly and coherently in an academic context.
- To develop writing through peer- and tutor feedback.
- To practice pre-writing and proofreading techniques.

### **Description of the course**

This course is designed to help students polish their academic writing skills. Since an important aspect of good writing is the ability to convey ideas as clearly as possible to the reader, we will examine the nuts and bolts of writing that are essential to this. This may include rules of syntax and how to make your writing more accessible, paragraphing and overall coherence, a closer look at the structural parts of an academic paper, and how to improve conciseness and coherence in your paper. Furthermore, we will practice using proofreading tools such as the reverse outline and creating a personal checklist.

During the course, we will look beyond the general ideas of academic articles and papers to see the mechanisms of how these papers work, especially on a technical level. This will be done in the form of weekly exercises that you will prepare in advance and discuss in class, and by giving in-depth feedback to your peer's writing during in-class evaluations. Additionally, you will put what we discuss in class into practice by reviewing your own paper and critiquing other students' papers.

It is safe to say this course is interactive and writing intensive and that you will be reading and writing both inside and outside of class. Although sharing your writing with others can seem intimidating, rest assured that this writing course is a safe space for you to work, make mistakes, and improve your writing.

### **Literature**

- Readers on student portal

### **Instructional format**

Tutorial group meetings, a lecture, full-class discussions and small group discussion, weekly reading and homework.

### **Examination**

Re-writing old paper (55%), self-reflection on writing (45%)

## SKI2085 *Ethnography and Qualitative Interviewing I*

### Course coordinator

Dr. U. Müller, University College Maastricht,  
ulrike.mueller@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall	1	2.5	

### Prerequisites

SKI1004 Research Methods I, SKI1005 Research Methods II and PRO1012 Research Project.

### Recommended

This course is for students with a background or sincere interest in sociology, anthropology and/or cultural studies.

### Objectives

- To get a general impression of the qualitative research process and its fundamental differences to quantitative data analysis.
- To become familiar with the “art” of qualitative interviewing.
- To practice taking fieldnotes.
- To provide students with hands-on experience in crafting their own study and writing a feasible research proposal.

### Description of the course

Qualitative Research is an overarching term for a diverse range of approaches and methods within different research disciplines. Qualitative researchers essentially “study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (Ritchie 2003: 3). Ethnography is one form of qualitative research and means literally “writing culture” (Hesse-Biber 2006: 230). Often called “participant observation”, ethnography is based on the simple idea, that in order to understand what people are up to, it is best to observe them by interacting with them up close and personal within their everyday lives. Ethnographers provide detailed accounts of the everyday practices of a culture, subculture, organisation or group by “hanging out”, observing and recording the ongoing social life by taking fieldnotes and/or providing “thick descriptions” (Hesse-Biber 2006: 230).

This is part one of an overall sequence of three skills trainings within which students design and implement their own study, analyze the data collected, and report on their research findings. In this first module students will learn about various research tools, such as participant observation and qualitative interviewing. Students will learn how to take fieldnotes and will be introduced to various forms of interviewing, such as the structured interview, the in-depth interview, focus groups and life history interviews. Taking fieldnotes and interviewing will be practiced in and outside of the classroom. Moreover, students will be guided through the process of crafting a feasible research question and the appropriate design for the study that they will pursue in the follow up modules of this course. The research questions will provide the basis for students’ investigations. What is to be investigated is entirely up to the student(s). However they will be provided with guidance in the formulation of their topics.

In this course, students will have to conduct at least one interview, thus you will need to have access to a tape recorder and/or video camera.

**Note:** This is a time and labor intensive skills training, especially once you have begun data collection in the second module of the course. Most of the work that you are required to accomplish will occur outside of the class setting. Students are expected to work independently and should count on having to invest an extra two to four hours per week for interviewing, transcribing the interviews and working on the data analysis.

### Literature

- Hesse-Biber, S.N. (2011). *The Practice of Qualitative Research*. Sage Publication, Thousand Oaks, California, Second Edition.
- Burawoy, M. (2000). *Global Ethnography*. Berkeley: University of California Press.
- Excerpts from several books on qualitative research that are available at the UCM reading room, for example, Silverman, D. (2005). *Doing Qualitative Research*, Rubin, H. (2005). *Qualitative Interviewing: The Art of Hearing Data* and Ritchie, J. (2003). *Qualitative Research Practice*.

### Instructional format

Lectures, group discussions and in class exercises on interviewing and taking fieldnotes.

### Examination

Presentation of two qualitative studies and a written research proposal.

## **SKI2086 Lab Skills: Biochemistry**

### **Course coordinators**

Prof. dr. C. Reutelingsperger, Faculty of Health, Medicine and Life Sciences, Department of Biochemistry, c.reutelingsperger@maastrichtuniversity.nl

N. Deckers, Faculty of Health, Medicine and Life Sciences, Department of Biochemistry, n.deckers@maastrichtuniversity.nl (corresponding coordinator)

Semester	Period	ECTS	Skills
Fall	2	2.5	

### **Prerequisite**

This course is designed to be taken in combination with SCI2035 Biochemistry. Students who wish to take this course should concurrently enroll in SCI2035 Biochemistry or have taken SCI2035 Biochemistry prior to enrolling in SKI2086

### **Objective**

- To develop laboratory skills in the field of biochemistry.

### **Description of the course**

Laboratory skills are essential for students who want to pursue a Life Science oriented master study. In this skills training you will get acquainted with the basic laboratory skills in biochemistry. Training involves safety and Good Laboratory Practice, as well as some essential biochemical techniques like DNA isolation, enzyme kinetics, absorption spectrophotometry, and protein gel electrophoresis. You will measure cholesterol levels in various food samples and you will determine the presence of sugars and identify the types of sugars in unknown samples, solving a sugar-riddle. You will work in teams of two and prepare your own protocol for each practical.

### **Literature**

- Reed, R., Holmes, D., Weyers, J., Jones, A. (2007). *Practical Skills in Biomolecular Sciences*. (3rd ed.). Essex: Pearson Education Limited (Reading Room).
- Practical instructions and background texts (E-reader).

### **Instructional format**

An introductory lecture and practicals. The practicals take place at the laboratories of the Faculty of Medicine, Health and Life Sciences (FMHL) in Randwijck.

### **Examination**

Student evaluation will be based on written protocol proposals (in pairs of two students) and lab journal entries for each practical, written lab reports (in pairs of two students) for 2 of the practicals, and a final practical exam (individual assessment).



## **SKI2088 Lab Skills: Genetics**

### **Course coordinator**

Dr. R. Brandão, Dept. of Clinical Genetics, Faculty of Health, Medicine and Life Sciences,  
rita.brandao@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall	1	2.5	

### **Prerequisite**

This course is designed to be taken in combination with SCI2022 Genetics and Evolution. Students who wish to take this course should concurrently enroll in SCI2022 Genetics and Evolution or have taken SCI2022 Genetics and Evolution before.

### **Objective**

- To develop basic laboratory skills in the field of genetics.

### **Description of the course**

The aim of this course is to introduce students to the basic principles and techniques in genetics, to develop basic competences in the planning and performance of experiments and the evaluation of results, as well as writing reports. The course consists of 6 sessions of approx. 4 hours and covers topics such as DNA and RNA isolation/purification, spectrophotometry for nucleic acid quantification, amplification of specific genetic regions, gel electrophoresis and basic bioinformatics (commonly used databases, finding the genetic location of a specific gene and its gene sequences, design amplification primers for a specific genetic region, etc) using online available tools. The emphasis will be on genetic variation, which is relevant for human clinical diagnostic setting, evolution studies, etc. Furthermore, this course provides basic knowledge on Good Laboratory Practice (GLP) and Laboratory Safety Regulations. Besides the 4 hours hands-on time in the lab, each session requires 1-2 hrs of preparation beforehand and 1-2 hrs for reporting afterwards. Students will work in pairs. Lab experience is not required, although biological and chemical background knowledge at secondary school level is recommendable for full understanding of the provided techniques. If necessary, in the first lab session, pipetting skills will be trained.

### **Literature**

A course manual containing background information on the experiments and experimental protocols will be provided. For each training session the manual will contain questions that will help the student to prepare the experiments.

### **Instructional format**

This course consists of an introductory lecture and 6 practical trainings. These take place at the laboratories of the Faculty of Medicine, Health and Life Sciences (FMHL) at the Randwijck campus (Universiteitssingel 40, 50 and 60).

### **Examination**

A written report (per pair) and an individual exam consisting of multiple choice and open questions. General behavior and attitude during lab work will also be taken into account in the final grade.

## **SKI3002    Argumentation II**

### **Course coordinator**

W. Giernalczyk (MSc), University College Maastricht,  
wolfgang.giernalczyk@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall	2	2.5	

### **Prerequisite**

SKI2049 Argumentation I.

### **Objectives**

Argumentation II is the sequel to Argumentation I. In this respect the main objective of Argumentation II is to further develop the skills of argument analysis and design. The particular focus of this skills training will be on the structure of arguments. At the end of the course students should be able to:

- Formally evaluate the validity of arguments by applying the basic methods of sentential logic.
- Identify and assess the different functions that different parts of an argument fulfill according to the Toulmin model.
- Build and present arguments of their own according to the Toulmin model.

### **Description of the course**

In this sequel to SKI2049 Argumentation I, we will zoom in on the structure of arguments. In the first part of the skills training we will utilize a strictly formal, almost mathematical approach, to argument analysis and explore basic sentential logic. Sentential logic introduces a simple set of rules and procedures that allows students to test whether an argument is formally valid, i.e. if its structure is correct, independent of its content. To test for the validity of an argument in this way, the structure of English sentences will be separated from their content by translating the sentences into symbols; afterwards formal rules will be applied (by using truth tables and semantic tableaux) to check whether an argument logically works or not.

While the first part of the skills training concentrates on skills related to logical reasoning, the second part aims to demonstrate how such skills can be used, even if a strictly formal way of argument analysis is not applicable. This is done by introducing the Toulmin model of argumentation. This model goes beyond the basic distinction of premises and conclusions as constituent parts of arguments by distinguishing the different functions that premises can fulfill. The Toulmin model is more flexible than argumentative analysis based on formal logic, but also more specific than the tools introduced in Argumentation I. Therefore it can be a powerful tool for specific and sophisticated argumentative analysis. Such analyses will be conducted during this skills training, first on small, simplified academic arguments and afterwards on a larger scale, analyzing an academic paper. Finally, in the final assignment, students are asked to apply the Toulmin model to design an argument themselves.

### **Literature**

- E-reader.

### **Instructional format**

Assignment-based discussions supplemented by lectures.

### **Examination**

A written midterm exam concerning the use of formal logic and a final assignment that requires students to design an argument using the Toulmin model.

## **SKI3050 Preparing Conference**

### **Course coordinator**

W. van Dellen (MSc), University College Maastricht,  
wilfred.vandellen@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall	2	2.5	

**NB:** Students who register for SKI3050 Preparing Conference must also take PRO3006 Conference. It is not possible to take either of these modules separately due to the specific nature of this skills training and the project.

### **Prerequisite**

Students should be at least in their fourth semester at UCM, i.e. it is necessary that students have passed several courses, skills trainings and projects on a 2000 level and/or a 3000 level in Humanities, Sciences and/or Social Sciences. This is necessary, since students will base their individual contribution to the conference on their UCM curriculum.

### **Recommended**

SKI2007 Presentation Skills.

### **Objectives**

- To train students in skills required for preparing an academic conference.
- To give students the opportunity to position their interest within a field of their choice and academic fields in general and express that by means of activities at a conference such as lectures and workshops.
- To train students in reviewing a topic in their field of interest and turn that into an informative session and workshop for the conference.
- To train students to work together and set up a plan for a conference.
- To train students in using a framework for instructional design and apply its principles to their individual contributions to the conference.
- To train students in writing lesson plans for their individual contributions to the conference and the plenary sessions that will be offered.
- To train students in working together on preparing a conference.

### **Description of the course**

A conference is a platform for scholars or professionals to meet and share ideas, to present new discoveries and to connect to fellow academics. At a conference papers and research posters are presented, workshops are offered for skill development, and seminars are held to familiarise the scientific community with current academic topics and new developments. As an academic you visit a conference to present your own work, see others' work and to start possible collaborations.

This skills training focuses on the preparation and planning of a conference. Students will write an extensive plan for the annual UCM Liberal Arts and Sciences conference to be held in the third period of this semester. Students will do the following in order to develop the conference plan and blueprint:

- 1) Discuss the shared assumptions, values and goals of Liberal Arts and Sciences and an open curriculum and turn that into a subtheme for the conference.
- 2) Discuss and compare individual interests within the group to find similarities and differences and turn that into illustrative examples of Liberal Arts and Sciences that can be used for workshops and informative sessions at the conference.
- 3) Conduct an analysis of the target audience for the conference.
- 4) Discuss instructional design (teaching and learning) in terms of knowledge, skills and attitudes and use that to work out lesson plans for the conference for workshops and informative sessions.

Note that this skills training is not only about presentation and organisation skills. It also aims at giving students the opportunity to learn more about education and teaching and instructional design.

The skills training relies heavily on students' personal experiences from having been in a liberal arts and sciences program for several semesters and on being able to make that explicit to others. On the one hand, this will be used while preparing the conference and to inform first semester UCM students. On the other hand, participating students will benefit from the skills training and its follow-ups by fostering a preparation for e.g. Capstone and master's applications for which a profound understanding and expression of a student's academic interest will be necessary.

The skills training puts a strong emphasis on instructional design. Individual contributions to the conference are considered to be educational units and approached as such. For participating students, this will be an opportunity to gain experience with developing and designing intended learning objectives and then implementing teaching and learning activities for a target group and audience. Students will inform themselves on different approaches to teaching and apply them to - preparing lesson plans for the informative sessions, workshops and plenary sessions offered at the conference.

A wide variety of individual interests in the Sciences, Social Sciences and Humanities is welcomed in order to offer a diverse conference. This skills training fosters an interdisciplinary approach among the participating students.

**Literature**

- E-reader.

**Instructional format**

Training, feedback and peer review in small groups.

**Examination**

Students will be assessed and graded on (1) the conference plan, which also includes an audience analysis and material for registration and logistics (group assignment), and (2) the lesson plans for their informative session and workshop (individual assignment).

## **SKI3052 Ethnography and Qualitative Interviewing II**

### **Course coordinator**

Dr. U. Müller, University College Maastricht,  
ulrike.mueller@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall	2	2.5	

### **Prerequisite**

SKI2085 Ethnography and Qualitative Interviewing I.

### **Objectives**

- To provide students with hands-on experience in collecting data for their own study, i.e. students will gain experience in “doing observations”, taking fieldnotes, and qualitative interviewing.
- To experience transcribing interviews.
- To become familiar with qualitative data analysis.

### **Description of the course**

This is the second of a three module course on qualitative research methods. This module builds on what students have learned in part I and is designed to guide them through the steps of data collection for their own qualitative study. Students will work on gaining access to their research site and will begin the interview process and/or their observations and conversations with their research participants as participant observers. Students will be introduced to the process of transcribing the interviews, coding the data and memo writing. All three steps are part of qualitative data analysis. As students develop their research projects, they will be challenged to link their specific research questions to larger processes and forces. They will also be asked to consider who might find their research useful and how the results of their investigations might be utilized to promote social change. In-depth analysis of the intricacies underlying contemporary social, cultural, and political discourses and practices, provides the basis for good social research.

**Note:** This is a time and labor intensive skills training, especially once you have begun data collection. Most of the work that you are required to accomplish for the training will occur outside of the class setting. Students are expected to work independently and should count on having to invest an extra two to four hours per week for interviewing, transcribing the interviews and working on the data collection.

### **Literature**

- Hesse-Biber, S.N. (2011). *The Practice of Qualitative Research*. Sage Publication, Thousand Oaks, California, Second Edition.
- Burawoy, M. (2000). *Global Ethnography*. Berkeley: University of California Press.
- Excerpts from several books on qualitative research that are available at the UCM Reading Room, for example, Silverman, D. (2005). *Doing Qualitative Research* Robin, H. (2005). *Qualitative Interviewing: The Art of Hearing Data* and Ritchie, J. (2003). *Qualitative Research Practice*.

### **Instructional format**

Tutorial group meetings and lectures.

### **Examination**

Key aspects of work produced during data collection and analysis.



# ***Projects (PRO)***

## **PRO1010 Introducing Academic Communication: A Writing Project**

### **Course coordinator**

A. Wellum, University College Maastricht,  
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E. Lezcano Margarit (MSc), University College Maastricht,  
e.lezcanomargarit@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall/Spring	3 / 6	5	

This course is not open to exchange students.

### **Prerequisites**

SKI1008 Introduction to Academic Skills I and SKI1009 Introduction to Academic Skills II.

### **Objective**

- The aim of this project is to acquaint Liberal Arts & Sciences students with the process and practice of writing an interdisciplinary research paper. Furthermore, the goal is to familiarize students with working in an interdisciplinary group. The tutor will assist students in this process and will be available to offer support, guidance and feedback. The emphasis of this project, however, will lie upon students' own input, planning and group work.

### **Description of the course**

To be a Liberal Arts & Sciences student means to have a broad interest and to be able to approach problems from different perspectives. Working together with students from different disciplines on the same problem, is a crucial part of being a true Liberal Arts & Sciences student. Furthermore, while communication plays an important part in everyday life, within academia it is essential. Having good communication skills involves being able to express your ideas and findings in a clear and concise manner, within the guidelines set by the academic community. In this project, students will practice writing an academic piece in an interdisciplinary team. Students will be expected to put the skills learned in Introduction to Academic Skills I & II into practice and write an extensive research paper. The project is mainly based on peer-to-peer education; by writing a paper in a small, interdisciplinary group, students will be able to both share their skills and knowledge and learn from each other.

### **Literature**

- Required reading material will be available in on Student Portal.

### **Instructional format**

Lectures and tutorial group meetings.

### **Examination**

Written assignments.



## **PRO1012 Research Project**

### **Course coordinator**

Dr. J. Moes, University College Maastricht,  
jeroen.moes@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall/Spring	3 / 6	5	

### **Prerequisites**

SKI1004 Research Methods I and SKI1005 Research Methods II.

### **Objectives**

After doing the Research Project, you will know about:

- Conducting a well-designed research project from start to finish.
- Academic writing in the context of empirical research.
- Presenting empirical research outcomes.

### **Description of the course**

Research is “creative work undertaken on a systematic basis in order to increase the stock of knowledge [...]”. This goal can be achieved in a wide variety of ways. We can count “things”, add them up, calculate statistics about them, and get a reliable overview of “things”. We can also describe those “things” in great detail and question why they are the “things” that they are, and what that means in the context of those “things”. Which approach is better? The answer is that this depends on what you want to learn about those “things”. In other words, if we want to “increase the stock of knowledge”, it partly depends on which knowledge you are interested in increasing (your “puzzle” and specific questions), and partly also on what you consider “knowledge” to be in the first place. In Research Methods I, we will address these issues in great detail, and we will go into how a research project can be set up in alignment with the answers to these questions.

Research Methods I (SKI1004), Research Methods II (SKI1005), and the Research Project (PRO1012) form one coherent semester-long block of courses in which you will start from scratch and end with your own finished research project. Along the way, we will discuss a wide variety of research approaches frequently used in the humanities, social sciences, and the sciences. Another goal of this sequence of courses is for UCM as an academic community to further develop its multi/interdisciplinary character, and for students to be able to reflect and comment on each other’s work, no matter how diverse that may become in the course of the next three years.

The Research Project is the conclusion of your research methods training, and an opportunity to put everything you learned in to practice. We will build on the foundation laid out in Research Methods I, and on the practical skills learned in Research Methods II. You ended Research Methods II with a final research proposal, which forms the starting point for the Research Project. Assuming that this final proposal was indeed fully ready for execution, you can start gathering data and/or analyzing your data from day one of the Research Project. You will finish with an extended paper that presents your findings.

### **Recommended Literature**

- Gray, D. E. (2014). *Doing Research in the Real World* (Third ed.). London: Sage Publications.

### **Instructional format**

Tutorial group meetings for feedback on the research process and paper.

### **Examination**

Grades are based on the final research project outcome. It is assumed that this normally takes the form of an empirical paper, but alternative forms such as a documentary, photographic exhibition, etc. are possible and encouraged if your tutor and the course coordinator approve. In addition, each research team presents their findings during the final conference (graded), and tracks their progress through weekly reports (ungraded).

## **PRO2003 Writing Project: "The Journal"**

### **Course coordinator**

A. Wellum, University College Maastricht,  
alice.wellum@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall/Spring	3 / 6	5	

### **Prerequisites**

Either SKI2084 Writing in an Academic Context OR SKI2049 Argumentation I.

### **Objectives**

- To further academic writing and systematic literature research skills.
- To do an in-depth analysis of a topic, using the knowledge (theoretical framework, factual context, overall interpretations and analyses) acquired during regular content courses.
- To learn how to set up a writing review workshop, write an academic review of a paper, and how to respond to such reviews in a professional manner.
- To gain familiarity with academic journals and their mode of operation.

### **Description of the course**

The overall format of the project is that of a fictitious academic peer-reviewed journal, for which the members of a tutorial group serve both as editors and contributors. Students will select a tutorial group dedicated to a particular topic. Under the guidance of their tutor and aided by the feedback from their peers, students will write a research paper in which they explore the topic of their group, and use, refer to, and compare several sources dealing with the topic. The general topic is the same for all members of a group but students may examine their own specific research question within the broader topic. There will be a separate workshop dedicated to the systematic searching of literature within this topic to ensure high quality sources. During the process of researching and writing, the work of all group members will be evaluated by their peers, on the basis of criteria agreed upon by the group as relevant and fitting for their journal (in addition to a set of basic criteria given beforehand). Students will present their findings in a writing review workshop, which serves to give all students in the group a thorough understanding of what it means to write an excellent paper in their chosen field. The final papers will be bundled in the journal of that tutorial group.

### **Literature**

- Reading lists from tutors of each tutorial group.
- Independent literature research.

### **Please be aware that:**

Towards the end of period 2 or 5 (depending on when the project is taken) students must sign up for a specific journal topic. There is a choice of several different topics that reflect the expertise of UCM academic staff (international relations, economics, law, sociology, psychology, the arts, history and philosophy). Short descriptions of each topic will be published on StudentPortal in due course and students can sign up for their topic of their choice on StudentPortal.

### **Instructional format**

Tutorial group meetings, workshops and a lecture. Please note that the project spans over the four weeks of the project period and that there is a 100% attendance requirement. In addition to tutorials, groups are highly encouraged to meet without the tutor in order to ensure a unified and cohesive product (the physical journal) in the end.

### **Examination**

A research paper (individual grade), writing review workshop organisation (group grade), a proposal (pass/fail), literature guide from systematic literature workshop (pass/fail), a critical review of another student's work (individual grade), and an academic journal (group grade).

## **PRO2004 Project Academic Debate**

### **Course coordinator**

Dr. D. Vliegthart, University College Maastricht,  
Dave.vliegthart@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall/Spring	3 / 6	5	

### **Recommended**

Presentation Skills SKI2007, Argumentation I SKI2049.  
Courses relevant to the topics of that particular year.

### **Objectives**

- To equip students with essential debating and communication skills.
- To introduce students to the practice of speaking in a public setting.
- To become well informed on a topic of their choice (the debate topic).

### **Description of the course**

Debating skills are an important component of academic life. That is, students should be able to defend their own position and to refute opposing positions, by providing substantial arguments, based on reliable sources.

In this project, students will prepare, present and defend a position for an academic debate on a specific topic. The available topics are central issues that have emerged out of a wide range of UCM courses from different concentrations. At the start of the project, the group will discuss their topic and settle on a concrete proposition for the final debate. After that, the group splits up into a pro ("yes") and a con ("no") side; the pro side will argue in favor of, and the con side will argue against, the proposition. The two sides prepare their cases for the final debate separately. A crucial part of this preparation is writing an individual position paper, in which one counter-argument is refuted based on three pro-arguments, which are supported by relevant, reliable sources.

During this course, there will also be a practice debate, which focusses on delivery. The purpose of this practice debate is to familiarize students with the debate setting in the lecture hall and to provide them with feedback on their public speaking skills. The topic for the practice debate will thematically relate to, but still significantly differ from, the proposition of the final debate.

In this debating course, students will work on their argumentation and communication skills. The focus is on content and delivery. It is not only important to think about *what* you say, but also about *how* you say it. The goal is learning to convince an audience of the correctness of one's position, by presenting them with a cohe-rently structured case, based on informed arguments, which are delivered in a clear and self-assured manner.

### **Literature**

- Students will have to search, read and use (academic) literature on their debate topic themselves.

### **Instructional format**

Introduction lecture + workshop on debating skills, paper peer feedback session, and two debates.

### **Examination**

Position paper (40%); practice debate (20%); final debate (40%).

## **PRO2011 Project Deep Reading**

### **Course coordinator**

Dr. K. Heidemann, University College Maastricht,  
kai.heidemann@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall	3	5	

### **Prerequisites**

None.

### **Objectives**

- Students will undertake an in-depth reflection and commentary on a single seminal text linked to the humanities, social sciences or natural sciences.
- Students will learn about the process of 'deep reading' as well as the *genre* of writing critical and substantive book reviews.

### **Description of the course**

In this project students will engage in a deep reading of a text linked to seminal themes and issues in the humanities, social sciences, or natural sciences. Deep reading is a process of thoughtful and deliberate reading through which a reader actively works to critically contemplate, understand and ultimately enjoy a particular text to the fullest extent possible. Rather than selectively skimming for facts or speed-reading for summaries, the process of deep reading means slowing down, re-reading and even stopping periodically to more fully contemplate specific pages or passages. Having considered and recognized what a text says, deep reading goes a step further and strives to reflect upon the broader implications or consequences of the text; i.e. what does the text 'do'? Although deep reading is a profoundly personal experience, within the context of problem-based learning the process of deep reading also rests on the premise that profound understanding and appreciation of a text emerges through group-based discussion and deliberation.

### **Literature**

- A single seminal text (classic or contemporary) will be assigned by individual tutors.

### **Instructional format**

Tutorial group meetings and individual and collaborative work.

### **Examination**

Final paper in the format of an extended book review and several short reflective essays.

## **PRO2012 EU Strategy and Negotiation Simulation**

### **Course coordinator**

Dr. M. Stout, University College Maastricht,  
mark.stout@maastrichtuniversity.nl

Prof. dr. M. Segers, University College Maastricht,  
mathieu.segers@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Spring	6	5	

### **Prerequisites**

At least one of the following: COR1003 Contemporary World History, SSC1025 Introduction to Political Science, SSC1009 Introduction to European Integration.

### **Objectives**

- To teach students the strategy and negotiation skills required to achieve optimal outcomes in a multilateral setting like the EU.
- To teach students to make a detailed position paper from the perspective of: an EU member state, EU institution, a non EU state.
- Students will acquaint themselves with the negotiating approach of the country, institution they are representing.
- To train students in planning negotiations carefully-deciding on most useful alliances etc.
- Students will participate in a complex negotiation of around 6-8 hours where they will put into practice what they have learnt.

### **Description of the course**

In this project students will learn about international negotiations and how countries plan and seek to achieve their national goals. Success in negotiations is often not about out maneuvering the other party, although that may happen, but rather by applying diplomatic negotiating skills to finding the possibilities for consensus. Success in negotiations is closely associated with having a clear strategy - where possible points of compromise have already been considered, and detailed planning of the various phases of the negotiation. Students will be trained in negotiation skills and the requirements of a complex EU negotiation. They will receive training on writing a position paper where they explain the negotiating position and approaches of a particular country. In the final EU simulation, students will enjoy the challenging experience of participating in an international negotiation.

### **Instructional format**

Tutorial group meetings/workshops and individual study and feedback.

### **Examination**

- Students will have to submit a detailed position paper of a particular country.
- A detailed journal where they reflect on the goals they aimed to achieve, the negotiation approaches and techniques to be used, the success or lack of it in the final simulation.
- Students will be assessed on their negotiation skills as demonstrated in an 8 hour final simulation.

## **PRO3006 Conference**

### **Course coordinator**

W. van Dellen (MSc), University College Maastricht,  
wilfred.vandellen@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall	3	5	

### **Prerequisites**

SKI3050 Preparing Conference.

### **Recommended**

SKI2007 Presentation Skills

### **Objectives**

- To train students in skills required for preparing an academic conference.
- To train students in rehearsing, adapting and fine-tuning their contributions to a conference.
- To train students in offering a conference.
- To train students in evaluating a conference.

### **Description of the course**

In this project, students will finalize and offer the conference that has been prepared in the second period of this semester. The purpose of the conference will be to provide a platform for an audience of approximately 200 first semester students, scholars and professionals. The conference will allow people to meet and share ideas, present findings and discoveries and connect to fellow academics.

The project consists of three parts, being:

- 1) Final preparations for the conference, including dress rehearsals, peer feedback and dealing with the organisation of the conference.
- 2) Offering the conference to the target audience, organisation on the conference day(s) and gathering information for evaluation of the conference.
- 3) Evaluating the conference and writing a report with evaluations and recommendations for future editions

A wide variety of individual interests in the Sciences, Social Sciences and Humanities is welcomed in order to offer a diverse conference. The project fosters an interdisciplinary approach among the participating students.

### **Literature**

- E-reader.

### **Instructional format**

Training, feedback and peer review in small groups and a conference setting.

### **Examination**

Students will be assessed and graded on (1) the opening and closing session of the conference (group assignment), (2) the informative session and workshop (individual assignment), and (3) the evaluation report (group assignment).

## **PRO3008 Think Tank**

### **Course coordinators**

W. van Dellen (MSc), University College Maastricht,  
wilfred.vandellen@maastrichtuniversity.nl (corresponding coordinator)  
I. Römgens (MA), University College Maastricht,  
inge.romgens@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall/Spring	3 / 6	5	

### **Prerequisites**

At least two modules from the following list: SKI2049 Argumentation I; SKI3002 Argumentation II; Skills and Project Ethnographic and Qualitative Interviewing; PRO2004 Academic Debate; SSC2061 Statistics I (SSC1026 Quantitative Methods); and COR1005 Modeling Nature. In addition, the project and the nature of the assignment require some experience in academia. Therefore, students can only take the project in their fourth semester or later. This also allows students to do well and gain more from the project.

The coordinators would like to emphasize that Think Tank is a time-consuming project with a high workload that requires highly motivated students. Students should have a broad interest in e.g. policy development and research and analysis. Due to the specific nature of the project and the fact that group work is an essential element, students should take into account that they need to be available during entire weekdays throughout the project.

Participating in Think Tank as part of the regular workload at UCM is doable but demanding. Therefore, having a higher workload due to e.g. additional or parallel projects is not allowed.

### **Objectives**

- Let students work together and set up a problem analysis based on the assignment given by an external client, i.e. to develop skills concerning critical analysis, including the analysis of a problem, conceptualizing a problem as a case study (the ability to see the particular problem within a wider context), and to generate new knowledge relevant to the case at hand (Boyer's 'discovery' and 'integration')
- Let students work together and do research based on the assignment that was given to them, i.e. to develop skills concerning organization of work, and collaboration in a team (not specifically related to Boyer, yet instrumental towards all four aspects at the level of collaborative learning);
- Let students write a report based on an assignment that was given to them, i.e. skills related to formulating finding and recommendations in a comprehensive yet concise manner ('application' and 'teaching')
- Let students present their report to the representative and a group of experts ('teaching').

### **Description of the course**

Students will form a 'think tank' and write and present an extensive and elaborate (policy) recommendation for an external client, i.e. a company or organization. The project coordinators will offer a topic in advance. A creative and critical analysis of the problem at hand will lead to the application of knowledge and skills acquired at UCM through previous course work, and new insights developed during the project.

The first week will focus on a problem analysis and an analysis of the knowledge and expertise of the members of the think tank. The second week will focus on doing research. The third week will deal with discussing and formulating solutions. During the final week students will present their report to an audience of experts.

Besides having meetings with their fellow students and a tutor, the group might meet with guest experts (either invited by the coordinators or by the students themselves) and undertake self-organized field trips and external visits in order to obtain the required information.

### **Literature**

- There is no general literature or course books that students need to buy or possess. Students will choose, read and use literature that is specifically related to their topic.
- E-reader.

### **Instructional format**

Students will meet with their group on a daily basis by means of tutorial group meetings, external visits and workshops.

### **Examination**

Problem analysis (group assignment), individual research memo, final group report and a final presentation of the report (group assignment).

## **PRO3009 Ethnography and Qualitative Interviewing III**

### **Course coordinator**

Dr. U. Müller, University College Maastricht,  
ulrike.mueller@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall	3	5	

### **Prerequisites**

SKI2085 Ethnography and Qualitative Interviewing I and SKI3052 Ethnography and Qualitative Interviewing II.

### **Objective**

- To produce a comprehensive narrative of their research findings.

### **Description of the course**

This is the third part of a three module course on qualitative research methods. In this module students will be mainly engaged in writing the final analysis of their research findings. The relevance of their findings must be contextualized within the larger social and political forces within which the research is embedded. The course will end with a symposium where students will have the opportunity to present their research.

### **Literature**

- Hesse-Biber, S.N. (2011). *The Practice of Qualitative Research*. Sage Publication, Thousand Oaks, California, Second Edition.
- Burawoy, M. (2000). *Global Ethnography*. Berkeley: University of California Press.
- Excerpts from several books on qualitative research that are available at the UCM reading room, for example, Silverman, D. (2005). *Doing Qualitative Research* Robin, H. (2005). *Qualitative Interviewing: The Art of Hearing Data* and Ritchie, J. (2003). *Qualitative Research Practice*.

### **Instructional format**

Weekly meetings to support the writing process and a two day undergraduate Symposium where students present their research to each other.

### **Examination**

Writing up the final analysis of the research findings (5.000 - 6.000 words).



## **PRO3011 Science Research Project**

### **Course coordinator**

Dr. L. Bevers, University College Maastricht,  
lonneke.bevers@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall / Spring	3 / 6	5	

### **Prerequisite**

Courses that are appropriate for the project that you choose.

Note: This is a time-consuming, full-time project with a high workload. In principle, students should take into account that they need to be available during entire weekdays throughout the project.

### **Objective**

- To let students work together and apply their knowledge of the Natural and Life Sciences in the context of a project.
- To let students work together and give them a first-hand account of full-time academic research, by fully involving their team in an ongoing research question with PhD students.

### **Description**

In the Science Research Project students will form a small research group and join an ongoing research project. In this project, we are currently working together with three Maastricht University research groups (see below). Since it is impossible to provide the specific research topics in advance, we encourage you to look at the websites of the listed research departments to get an idea of the ongoing research.

We ask all students interested in the Science Research Project to indicate via email (lonneke.bevers@maastrichtuniversity.nl) which research group you would like to join. Provide a short explanation as to how participating to research in that direction adds to your curriculum. Include an overview of the relevant courses you did. Depending on the research topic you prefer to join, you may need certain prerequisites. As a result, the coordinator and supervisors reserve the right to deny a student access to the project, should the student not meet the prerequisites. If this happens, the student will be allowed to register for another project.

Research topics:

- Department of Complex Tissue Regeneration: <http://merln.maastrichtuniversity.nl/merln>  
Main supervisors: dr. Matt Baker (m.baker@maastrichtuniversity.nl) & dr. Vanessa LaPointe (v.lapointe@maastrichtuniversity.nl)  
**This topic is offered in Period 3.**
- Department of Neuropsychology and Psychopharmacology – Basic & Applied NeuroDynamics: <https://band-lab.com/>  
Main supervisors: prof.dr. Sonja Kotz (sonja.kotz@maastrichtuniversity.nl) & dr. Michael Schwartze (michael.schwartze@maastrichtuniversity.nl)  
**This topic is offered in Period 3.**
- Institute of Data Science: <https://www.maastrichtuniversity.nl/research/institute-data-science>  
Main supervisor: dr. Amrapali Zaveri (amrapali.zaveri@maastrichtuniversity.nl)  
**This topic is offered in Period 6.**

*More information and possible additional research topics will be published on MyUCM/Education/Practice-based research projects in due time.*

### **Literature**

- There is no general literature or course book that students need to buy or possess. Students will choose, read, and use literature that is specifically related to their topic.

### **Instructional format**

Students will meet with their group and supervisor in the laboratory on a daily basis.

### **Examination**

The assessment depends for a large part on the supervisors and the projects. There will be (at least) two moments and (preferably) two forms of assessment (e.g. a presentation of the results during a general research meeting of the department and/or a written report of the findings).

## **CAP3000 Capstone**

### **Course coordinator**

Dr. P. Vermeer, University College Maastricht,  
uclm-capstone@maastrichtuniversity.nl

Semester	Period	ECTS	Capstone
Fall/Spring	1-3 / 4-6	10	

### **Prerequisite**

To participate in Capstone students should be in their last semester at UCM (usually the 6th except for transfer students) and have at least 140 ECTS at the start of Capstone.

Note that Capstone encompasses the regular two skills trainings and project of a UCM semester. Participating in Capstone as part of the regular workload at UCM is doable, but demanding (i.e. next to the two courses per period). Therefore, having a higher workload due to e.g. additional courses, skills trainings and/or projects is not recommended.

### **Objectives**

- To enable students to express their individual academic profile through a scholarly project during their last semester at the College.
- To assist senior students in the transition from undergraduate education to a master's program or the labor market.

### **Description of the course**

Capstone is the culmination of a student's academic work at UCM and is comparable in function to a bachelor thesis. It is a full semester module for which students receive 10 ECTS. During the first weeks students will work on writing a proposal in which they formulate their individual goals and determine a topic and format. In addition, students will choose an advisor. The advisor provides the student with advice and guidance on the content of the Capstone product.

Students work on Capstone individually. There will be meetings with the tutors, fellow students, and the coordinator. These meetings support the individual work on Capstone, by way of presenting one's own work to other students and giving and receiving feedback. Furthermore, the meetings are intended to monitor the progress and writing process. Students will meet with their individual advisor separately from the group meetings. Those meetings are intended for discussing the content of the Capstone and for receiving individual feedback on the work in progress and the final product.

An outline is handed in at the start of the second period of Capstone. A complete draft is handed in before the third period of Capstone. Both the outline and draft are discussed with the advisor. The last period is for completing and revising the Capstone.

### **Literature**

- There is no mandatory literature. Students will choose, read and use literature that is related to their Capstone topic.

### **Instructional format**

Individual work, tutorial group meetings, guidance from Capstone advisor and support hours.

### **Examination**

Students will be assessed on a proposal, an outline, and the final version of their Capstone. In addition, they will present their Capstone to fellow students in the second period of the project. The final Capstone will be evaluated by a second grader.

# ***Undergraduate Research (UGR)***

## **UGR3001 MaRBLe Undergraduate Research**

### **Project coordinators**

Dr. J. Moes, University College Maastricht,  
jeroen.moes@maastrichtuniversity.nl (corresponding coordinator)  
U. Mueller (PhD), University College Maastricht,  
Ulrike.mueller@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall/Spring	1 - 3 / 4 - 6	10 per semester	

**NB:** Exchange students who are interested in doing the MaRBLe project can only apply if they stay for a full year and then only in their second semester.

**MaRBLe** is an acronym for **M**aastricht **R**esearch **B**ased **L**earning, and is Maastricht University's excellence programme that brings multidisciplinary scientific research to the bachelor phase. It is a semester long research program carrying 10 ECTS. Successful MaRBLe participants may be allowed to continue their research for more than one semester.

MaRBLe encompasses the two Skills and one Project offered during a semester. In most MaRBLe projects, the first course period will be mainly dedicated to an introduction into the specific field and related methodologies, and a research plan or proposal will be written. During the second and third periods the students will engage in their own independent research, while staying in close contact with the other members of their group as well as their supervisor to discuss progress and challenges. At the end of each semester UCM will organize a symposium during which all participating students will present their research to their fellow researchers and the larger UCM community. Around week 3 of the semester students will share their research plans in a poster session.

### **Prerequisites**

More than anything else, the MaRBLe undergraduate research program is aimed at students with a great appetite for learning and research. Students should ideally have a progress rate of  $\geq 0.9$ , and a grade average of  $\geq 7.5$ . In addition, specific courses may be required for particular projects (these prerequisites will be mentioned in the announcement of offered projects). At least as important as these 'technical' requirements, we expect students who apply for MaRBLe to be motivated, and to have a clear idea on how the project they apply for fits into their individual UCM curriculum. Students will apply by writing a letter of motivation, and if eligible, can be invited for an interview.

### **Project objectives**

- To enhance the learning experience of students by integrating research into their undergraduate curriculum.
- To prepare students for graduate research by introducing them to and educating them in the relevant skills and knowledge.
- To emphasize the ability to identify and formulate academic problems.
- To select and apply relevant research methodologies accordingly.

To reinforce the awareness of how academic work relates to society: how it may respond to trends and issues in society, and how it may initiate new ideas.

### **Description of the project**

MaRBLe is a form of RBL, Research-Based Learning. In RBL, learning is based on research that students do themselves, rather than being dependent on research done before and by others. Small groups of students will conduct research under the guidance of a senior researcher. They will act as a group, but engage in individual work as well. MaRBLe offers a unique opportunity to develop one's own research topic within the context of a pre-defined research program. In this way, student researchers will make an actual contribution to ongoing research, and will experience first-hand what is involved in doing research. During the project, specific skills will be addressed at the appropriate time: e.g. problem analysis, writing a proposal, data selection and analysis reporting and presenting.

### **Literature**

Varies per research topic.

### **Instructional format**

Research-Based Learning, group meetings and individual research.

### **Examination**

Examination may vary and depends on the nature of the research conducted, but will usually include:

- Presentation of findings (at UCM).
- Research paper or report.
- Further assessments can be set by the project supervisor.

Students who are interested in MaRBLe are encouraged to contact the coordinators.

## **UGR3002 Undergraduate Research / The Documentary**

### **Project coordinator**

Dr. K. Heidemann, University College Maastricht,  
kai.heidemann@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4 - 6	10 per semester	

**NB:** Exchange students who are interested in UCM Documentary can only apply if they stay for a full year and then only in their second semester.

### **Prerequisites**

First year students are not eligible for this course. There are no prerequisites for this project, however, the Ethnography track or topic related courses such as Film Art and Narrative Media are recommended. Nevertheless, a definite requirement is enthusiasm and the motivation to work hard and to develop new skills. Students are required to have a progress rate of at least 0.9 and a GPA of at least 7.5.

Students will have to apply individually by writing a motivation letter, which should include an intended research topic and description of any working knowledge of digital film production.

Students who apply will be accepted on an individual basis.

### **Project objectives**

- To familiarize students with both the theory and the practice of analytical film-making.
- To allow students to apply their already acquired research skills and to experiment with a novel way of conducting and presenting research through visual methods.
- To provide students with the practical and technical skills necessary to execute and finalize their research through digital film-making.

### **Description of the project**

UCM Documentary is a semester long group research project carrying 10 ECTS. The level of the project is equivalent to that of a 3000 level course, as we expect students to acquire entirely new skills while building upon their already acquainted knowledge and research skills. UCM Documentary encompasses the two skills and the project offered during the Spring Semester. During the first period, students will be acquainted with the theoretical underpinnings of the medium documentary. Simultaneously, the groups will start to develop their research. In the second period, students will conduct their research through film, and attend workshops to teach them the skills necessary to do so. In the final period, students will edit their collected footage, thus finalizing their documentary. Special emphasis will be put on peer reviewing each other's work to enhance the quality of the final product.

### **Literature**

E-Reader

### **Instructional format**

Tutorial sessions as well as lectures and workshops.

### **Examination**

Multiple reflective essays, research proposal, collaborative research paper, several short group presentations and final film.

## **UGR3003 Applied Research & Internship Project**

### **Project coordinator**

I. Römgens (MA), University College Maastricht,

inge.romgens@maastrichtuniversity.nl

W. van Dellen (MSc), University College Maastricht,

wilfred.vandellen@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall/Spring	1-3 / 4-6	10 per semester	

**NB:** In this project, students can apply to work for an external client.. The participating clients and their assignments are published via the Student Portal . If you want to apply for one of the cases, please follow the instructions in the case-description carefully.

### **Prerequisites**

This project asks for highly motivated students, who are willing and able to work hard, and represent UCM at an external client. Students that are interested in participating are invited to consult the list of clients in the Student Portal to find out if a case is offered that fits their background and interests. Specific prerequisites in terms of courses and skills apply for each case. Eligible students must have a clear idea of how the client's case relates to their curriculum and future plans. The selection procedure includes submitting a CV and motivation letter and attending a personal interview with the client and the academic supervisor.

### **Project objectives**

- To enhance the learning experience of students by providing an opportunity to apply academic knowledge and skills acquired at UCM to a real-life case from a client that is active in the work-field of the student's interest.
- To prepare students for applied problem solving and applied research outside academia.
- To provide students with an opportunity to gain insights in a professional context in their field of interest.
- To reinforce the awareness of how academic work relates to society and how academic knowledge and skills can be used to address practical, societal issues.

### **Description of the project**

In this project students will apply their academic knowledge and skills to a case presented by an external client (e.g. a company, a NGO or a governmental organization). The student produces an academically-grounded, but practically useful work-product that satisfies the needs of the client and UCM's academic requirements. The nature of the work-product differs depending on the discipline, client and case.

The research in this module is practice-based and catered to the needs of an external client. At the same time, the work for the client is research-oriented. The core of the project is the research the student conducts based on the case the client presents. In order for the student to gain knowledge about the client's professional environment, the context of the case and stakeholders involved, the module includes a four-week period of on-site work at the client's workplace (the internship). Additionally, the project contains two periods of 7 weeks in which the student works on the project one day per week independently. The precise set-up of the project and the tasks per period depend on the individual assignment the student gets. At the end of the semester, the student presents his/her work to both the client and the academic supervisor.

Similar to PEERS and The Documentary, the Applied Research & Internship project takes a full semester and encompasses two skills courses and one project.

No general literature is assigned. Students need to select literature and conduct research that applies to their case.

### **Instructional format**

This project is an individual 'live-case study'. Students meet up with their client and academic supervisor regularly. Additionally, students present their work in plenary peer-feedback sessions.

### **Examination**

The assessment in this course includes writing a case-analysis and project proposal; writing a research update report and giving presentations.. At the end of the semester, students hand in a concrete 'work product'. The nature of this work product depends on the case and the client. Students and supervisors specify the scope, expected outcome and assessment criteria at the start of the project in a 'project contract'.

## **UGR3005 Artistic Research Project (pilot)**

### **Project coordinators**

I. Römgens (MA), University College Maastricht,

inge.romgens@maastrichtuniversity.nl

Dr. C. Rausch, University College Maastricht

R. Benschop Faculty of the Arts, Zuyd University of Applied Sciences

Semester	Period	ECTS	Concentration
Spring	4-6	10	

### **Project objectives**

After completing the Artistic Research Project, a student:

- Is able to critically reflect on artistic research as a practice and how this adds to his/her curriculum at UCM.
- Developed 'aesthetic competencies' and familiarized him/herself with ways of doing and discussing an artistic practice.
- Is able to make a well-reasoned contribution to academic debates about artistic research and public discussions about the relationship between the arts and the sciences as sources of knowledge in society.
- Has practiced 'transferring knowledge'. That is, the ability to critically analyze an unfamiliar situation, recognize what knowledge and/or skills are applicable and apply this knowledge and/or skills in the new context. In this process students have also practiced their flexibility and adaptability.
- Has practiced working in an interdisciplinary team on an 'open-ended' problem that requires creative and imaginative thinking. In this process, the student also practices to effectively communicate and define his/her role as part of the group, reflecting on his/her personal strengths and weaknesses.

### **Description of the project**

The Artistic Research Project invites you to explore conducting research, under the dual guidance of a professional artist and an academic researcher. Bridging the domains of art and science, this project challenges you to get out of your 'comfort zone' and transfer your academic knowledge and skills to an unfamiliar working environment. This novel approach to 'Research Based Learning' is grounded in the assumption that art and science are not separate domains, but rather 'particular kinds of experimental practices in a more general experimental culture' (Gere, 2010). Both sharing the same driving forces of motivation: curiosity and imagination (Nowotny in Biggs & Karlsson, 2011). This way, the project triggers your creativity, requires adaptability and invites critical reflection on established research practices, methodologies and ways of knowing. It challenges you to critically consider the question how do we know what we know?

All participants in the Artistic Research Project are part of an interdisciplinary research team working on a topical problem in collaboration with both the artist and the academic researcher. Building on their own background, expertise and interests, all team-members provide a personal contribution to the artistic process. Hence, the project is open to students from all concentrations. No specific experience in the arts is needed. Participating students should be open to experimentation with new and unfamiliar ways of conducting research, using for instance the body as a research instrument.

Similar to Marble, ARI and The Documentary, the Artistic Research Project takes a full semester and encompasses two skills courses and one project. During periods 4 and 5 students work on the project one day per week. During period 6 the workload is full time.

Because this new initiative is in a pilot phase, the number of spots is limited. We are looking for open-minded students who are drawn to the content of the project as well as interested in helping to further develop the initiative. More information about the artist, the content and the application procedure will be published via the Student Portal.

### **Instructional format**

As an introduction to artistic research, the project involves a variety of artistic and academic activities, including discussion / brainstorm sessions, lectures, (practical) work sessions, experiments, fieldtrips and individual reading and writing. Given this diversity of academic and artistic activities, the project enables students to move between the classical locations of research (e.g. the reading room / library / classroom at UCM) and classical locations of artistic practice (e.g. the studio / rehearsal room / workshop / crit at Zuyd Hogeschool, Faculty of the Arts and the Van Eyck Academy).

The specific set-up of the project will be developed collaboratively within the research team during the first period. The team will then work on developing a project plan. Assessment consists of assignments that are due at the end of each of the three periods in the semester.





# ***Appendix***

## ***Courses at Maastricht Science Program & University College Venlo***

It is possible for UCM students to take courses at the Maastricht Science Program and University College Venlo, provided they meet the prerequisites of those courses. This appendix lists the courses available. As these programs are sister programs to UCM, the courses listed here, in the UCM course catalogue but taken at MSP and UCV, are considered internal courses for purposes of graduation, meaning that they do not count towards the 60ECTS maximum for external education and that they do not have to be at the 3000-level. However, UCM cannot guarantee that there is no clash of schedules between these courses and the courses offered at UCM. Students must register for these courses through the external course booking module on MyUM, indicating backup courses on the course registration form. These courses are not available to exchange students.

After students have filled in the request in MyUM, and their academic adviser has approved it, the request will automatically be forwarded to the UCV/MSP Office of Student Affairs, where the course will be booked and made visible on MyUM two weeks prior to the start of the relevant period.

### **Courses Available at Maastricht Science Programme**

UCM students are welcome to register for the following courses, provided they meet the prerequisites. Students wishing to take courses not listed in this appendix may file a request with the Board of Examiners. More details on these courses are available in the MSP course catalogue:

<https://www.maastrichtuniversity.nl/education/bachelor/bachelor-maastricht-science-programme/courses-curriculum>

<b>Course</b>	<b>Title</b>	<b>Period</b>
BIO2002	Ecology	5
BIO2004	General Zoology	2
BIO2005	Evolutionary Biology	4
BIO3004	Animal Behaviour	5
BIO3007	Tropical Ecology	2
BIO3010	Genomics and Proteomics	4
CHE2002	Inorganic Chemistry	1
CHE2004	Spectroscopy	1
CHE2005	Chemistry for the Future: Generation and Storage of Alternative Energy	5
CHE3001	Organic Reactions	2
INT1003	Introduction to Biomedical Engineering	4
INT2001	Nanomaterial Science and Technology	1
INT2008	Molecular Toxicology	4
INT3002	Advanced Microscopy: Theory and Applications	5
INT3003	Biomaterials	4
INT3005	Biobased Materials and Technology	2
INT3007	Systems Biology	2
INT3008	Regenerative Medicine	4
INT3010	Science and the Visual Arts: Conservation and its Histories	5
MAT2008	Differential Equations	4
NEU1002	Cognitive Neurosciences: Biological Foundations of Behaviour	5
NEU2001	Cognitive Neuroscience: from Sensation to Perception	2
NEU2002	Neuropsychopharmacology	4
NEU3001	Neuroscience of Action	1
PHY2003	Vibrations and Waves	1
PHY2004	Electromagnetism	4

### A note on meeting prerequisites

In order to take these courses, students must meet the prerequisites listed in the MSP course catalogue. 2000 and 3000 level courses at MSP require having completed at least the 1000-level core courses in the particular field (Chemistry, Biology, Mathematics, Physics or Practical Skills). The following table lists courses at UCM that are deemed equivalent to those courses at MSP for this purpose. Students who are not certain if they meet the prerequisites should contact the coordinator of Academic Advising at MSP, Christopher Pawley (c.pawley@maastrichtuniversity.nl), to discuss whether they have sufficient knowledge to participate in that course.

<b>MSP Course</b>	<b>equivalent UCM Course</b>
MSP BIO1001 Introduction to Natural Sciences: Biology	UCM SCI1009 Introduction to Biology
MSP CHE1001 Introduction to Natural Sciences: Chemistry	UCM SCI1004 Introduction to Chemistry
MSP PHY1002 Introduction to Natural Sciences: Mathematical Foundations of Physics	UCM SCI2018 Calculus
MSP INT1001 Introduction to Liberal Arts and Sciences	UCM COR1002 Philosophy of Science
MSP PHY1001 Elements of Physics	UCM SCI2038 Physics

### **Courses Available at University College Venlo**

UCM students are welcome to register for the following courses, provided they meet the prerequisites. The curriculum at UCV is still under construction, and it is not yet certain when each of these courses will be offered and what their codes will be. More details on these courses are available in the MSP course catalogue: <https://www.maastrichtuniversity.nl/education/bachelor/bachelor-university-college-venlo/courses-curriculum>

For specific questions, please contact Iris Burks ([iris.burks@maastrichtuniversity.nl](mailto:iris.burks@maastrichtuniversity.nl)). Students who are not certain if they meet the prerequisites may also contact her, to discuss whether they have sufficient knowledge to participate in that course. Students wishing to take courses at UCV not listed in this appendix may file a request with the Board of Examiners.

<b>Course</b>	<b>Title</b>	<b>Period</b>	<b>Concentration</b>
VSC1201	Introduction to Public Health	1	Science & Social Science
VSC2103	Pharmacology and Toxicology	2	Science
VSC2201	Epidemiology of Food; The Relationship Between Food and Health	4	Science
VSC22022	Food and Disease	5	Science
VSC2203	Food Technology and Processing	5	Science
VSC2207	Plant Biology and Agriculture	2	Science
VSC2301	Operations Management	1	Science & Social Science
VSC3101	Gut Microbiology	1	Science
VSC3102	Healthy Life Cycle	5	Science & Social Science
VSC3201	Clinical Nutrition	4	Science
VSC3202	Health Education and Communication	4	Science & Social Science
VSC3203	Food Innovation	1	Science
VSC3204	Food Safety	2	Science
VSC3205	Public Health Implementation and Evaluation	5	Science & Social Science
VSC3206	Nutritional Pharmacotherapy	1	Science
VSC3501	Sustainable Food Production	4	Science & Social Science
VSK3003	Advanced Epidemiology of Food	2	Skills Training
VSS2101	Psychology of Eating	2	Social Science
VSS2102	Behaviour Change	5	Social Science
VSS3101	Performance Psychology in Sports and Business	5	Social Science
VSS3102	Taste	4	Social Science
VSS3201	Production Planning and Management	5	Social Science
VSS3501	European Food Law	1	Social Science