Core Courses

University College Maastricht

Contemporary World History

Full course description

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 for 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 the 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’.

Course objectives

• To provide students with an understanding of the main trends in politics, demography, society and culture over the last 50 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.

Prerequisites

None

Recommended reading

Modeling Nature

Full course description

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, patterns of birds formation or results of presidential elections. Such questions are present everywhere and it is through modeling that we can try to find some answers.

Modeling 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 into 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 deeper understanding of natural and social phenomena. Throughout the course, students are encouraged to link models to specific situations and examples from 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 modeling 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.

Course objectives

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

Prerequisites

None

Recommended

This course provides an introduction to theorizing and modeling. It is relevant for a wide range of other courses that are offered at UCM, but it does require some experience in academia. Therefore it is recommended that students take the course in their second, third, or fourth semester.
Recommended reading


• Additional readings are available on EleUM.

COR1005

Period 1
5 Sep 2016
28 Oct 2016

Period 4
6 Feb 2017
7 Apr 2017

Print course description
ECTS credits:
5.0
Instruction language:
English
Coordinators:
L.M. Bevers
C.W. van Dellen
Teaching methods:
PBL, Lecture(s)
Assessment methods:
Final paper, Attendance, Participation, Written exam, Oral exam, Take home exam

University College Maastricht

Philosophy of Science

Full course description

Starting from classical positions on the objectivity and methodology of science, such as those of logical empiricism and critical rationalism, the so called historical and sociological turn in the theory of science will be analyzed. Students will learn about the work of Kuhn, whose paradigm theory of science revolutionized thinking about scientific knowledge. 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?

Course objectives

• To familiarize students with the philosophical foundations of scientific method.
Prerequisites

None

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

Recommended reading

• Chalmers, D. (1999). What is This Thing Called Science?

• E-Readers.

Full course description

Politics is a complex and puzzling subject. It is hard to understand why people act the way they do and believe the things they do. We are all involved in politics as voters, activists, commentators, or receivers of political initiatives and their consequences. As political philosophers we try to understand underlying conceptions that guide politics and fundamental values that help justifying concrete policies.

This course will provide an introduction to contemporary philosophical debates about core concepts of justice, liberty, equality, community and democracy in modern liberal-democratic societies. Students will become familiar with the work of some of the leading political philosophers of today, like John
Rawls, Isaiah Berlin, Charles Taylor and Michael Sandel. Since conceptual analysis is the core business of philosophy, students will learn to analyse concepts, to clarify fuzzy moral ideas, and how tensions between moral ideas can be made explicit. And they learn how to apply these concepts in current political debate and practice.

Course objectives

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

Prerequisites

None

Recommended reading


COR1004

Period 2
31 Oct 2016
23 Dec 2016
Period 5
10 Apr 2017
9 Jun 2017

Print course description

ECTS credits:
5.0

Instruction language:
English

Coordinators:
M. Hoye
J.M. Hoye

Teaching methods:
Assignment(s), Lecture(s), Paper(s), PBL, Presentation(s)

Assessment methods:
Attendance, Final paper, Oral exam, Participation, Take home exam, Written exam

Concentration
Concentration: Humanities

University College Maastricht

Introduction to Art: Representations, Performances and Interactions

**Full course description**

The traditional term for the many ways in which art works 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 has been employed to describe painting, literature, music, theater, dance, and more; it is still often 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 globalization. The third and last part of the course discusses sociological perspectives on art as a social practice and a collective activity.

This course, through its emphasis on representations, performances and interactions, constitutes a basis for courses on the arts in all their diversity, as well as courses on culture in general.

**Course objectives**

• To provide students with an advanced introduction to the arts, such as painting, literature, music and performance.

• To broaden the students’ theoretical understanding of art.

**Prerequisites**

None.

**Recommended reading**


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

Full course description

This course offers a historical inquiry into the evolution of intersecting categories of difference: gender, sexuality, class, ‘race’, from the eighteenth century until World War II. It will reconstruct the paradoxes of a ‘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. This will introduce you to how middle class was defined in relation to the working class. Secondly, the course will problematize social divisions such as ‘race’, class, and gender as well as norms like heterosexuality, middle-class-ness etc. by looking at shifting boundaries of these divisions and norms. Thus, it will examine the dynamic processes of 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 primarily draw on examples from ‘European’ history. We will ask how the European colonial adventure and its constructions of ‘Otherness’ was connected to Anti-Semitism and how the Jews became the “inner Other”. Finally, the course aims to introduce a wide range of debates that offer the possibility to analyze the ways in which differences have intersected with one another in different periods and how they have manifested themselves in power relations.

Disciplinary perspectives
History, Philosophy, Gender and Diversity Studies, Cultural Studies, Sociology.
Course objectives

• To acquaint students with cultural construction and historical configurations and 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 intersect, and how they were sometimes newly invented in science, philosophy and social theory. How do ‘knowledge and power’ (Foucault) intersect? • 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 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.

Prerequisites

None

Recommended reading

• E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

Essay (comment on film, novel etc. related to the course), oral presentations, midterm take home examination.

This course is a prerequisite for the following course(s):

• HUM3040 Crucial Differences in the 21st Century
• SSC3040 Identities

HUM2003

Period 1
5 Sep 2016
28 Oct 2016

Print course description

ECTS credits:
5.0

Instruction language:
English

Coordinator:
U.G.S.I. Brunotte

Teaching methods:
PBL, Lecture(s)

Assessment methods:
Final paper, Attendance, Participation, Written exam, Take home exam

University College Maastricht
Enlightenment and Romanticism

Full course description

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, the court of Frederick the Great, 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. Then, the changes in the visual arts will be treated, illustrating continuity and discontinuity in cultural history (e.g. the ambiguous meaning of Neo-Classicism). In the fourth place human subjectivity in the Enlightenment (based on Lockean psychology) 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).

Course objectives

• To provide students with a historical and philosophical introduction to Enlightenment. • To understand these periods as opposed worldviews in social, philosophical, scientific and political perspective.

Prerequisites

None

Recommended reading


Instructional format

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

Examination

A short essay during the course and a test with open questions at the end of the course.
Full course description

The first part of the course will explore the main concepts important for narratology as story, discourse, authorship, narrator, metafiction. Besides an introductory discussion of concepts and their application to short examples, students will be familiarized with various theories on narratology. During the second part of the course, different media will be analyzed. It will be studied how these different media can construct a story and how the medium itself has an impact on the stories’ structure. Media we will discuss and analyse are short story, fixed image and series of images, comics, movies, hyperfiction and digital games. For students with an interest in literature mainly I suggest the textbook by Fludernik (2009), for students with a main interest in media I suggest Ryan 2004. We read chapters from both books in this course. The literature is available in the library. The final essay has to apply the methods introduced to an example students can choose themselves. This is a course in the humanities and an approach to storytelling from social sciences or psychology is only possible in comparison to methods from the humanities.

Course 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.

Prerequisites

At least two 200 level courses of the Humanities or the Social Sciences.

Recommended reading


Instructional format

Tutorial group meetings, lectures, film viewings. A few lectures will be mandatory (see coursebook).

Examination

A short presentation in class (20%), active participation in class (20%) and a final essay of 5000 words (60%).
University College Maastricht

Introduction to Philosophy

Full course description

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.

Course objectives

• To teach students how to “think philosophically”.

Prerequisites

None

Recommended reading


HUM1007

Period 2
31 Oct 2016
23 Dec 2016

Print course description
ECTS credits: 5.0
Instruction language: English
Coordinator: J. Spruyt
Teaching methods: PBL
Assessment methods: Attendance, Final paper, Written exam

University College Maastricht
The Presence of Art: Reinterpreting Modern and Contemporary Art

Full course description

Since the late nineteenth and certainly through the mid-twentieth 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 Robert Hughes has dubbed 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 so well 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 least - 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 legacy of the modern avant-garde besides its success on the global art market? This course considers histories and theories of modern and contemporary art. It provides an overview of the heterogeneous and experimental development of modern and contemporary art. Artistic responses to society, politics, science, and technology are discussed. A further emphasis is on the practices governing institutions of the contemporary art world, such as museums and the art market. The course features a visit to the Bonnefanten museum in Maastricht, as well as a studio visit and debate with an artist in residence at the Jan van Eyck Academy in Maastricht.

Course objectives

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

None

Recommended

HUM1011 Introduction to Art; Representations, Performances and Interactions.

Recommended reading


Instructional format

Tutorial group meetings, (guest) lectures, film viewings, excursions, and a studio visit.

Audio-Visual Material

To be announced

Examination

An art review and a final take home exam.

HUM2013

Period 2
31 Oct 2016
23 Dec 2016

Print course description

ECTS credits:
5.0

Instruction language:
English

Coordinator:
C. Rausch

Teaching methods:
PBL, Presentation(s), Lecture(s), Assignment(s), Paper(s)

Assessment methods:
Final paper, Attendance, Participation, Written exam, Oral exam, Take home exam

University College Maastricht

Philosophers of the 20th Century

Full course description

The course reconstructs the main ideas of some of the most influential philosophers of the 20th 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 19th
century by Karl Marx (1818-1883), Søren Kierkegaard (1813-1855), Friedrich Nietzsche (1844-1900) and Charles Sanders Pierce (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.

**Course objectives**

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

**Prerequisites**

HUM1007 Introduction to Philosophy

- [Introduction to Philosophy](#)

**Recommended reading**

- E-readers

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**HUM2014**

**Period 2**

31 Oct 2016

23 Dec 2016

[Print course description](#)

**ECTS credits:**

5.0

**Instruction language:**

English

**Coordinator:**

R.H. Gabriels

**Teaching methods:**

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

**Assessment methods:**

Attendance, Final paper, Oral exam, Participation, Take home exam, Written exam

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**University College Maastricht**

**Cultural Diversity in a Globalizing World**

**Full course description**

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, gender, ethnicity, religion and nationality. Its orientation is both practical and theoretical. Students will get acquainted with different theories of globalization and culture such as Hybridization (Nederveen Pieterse), McDonaldization (Ritzer), or the Clash of Civilizations (Huntington), concepts such as Orientalism (Said), Occidentalism (Margalit and Buruma), and Multiculturalism. Throughout the course theoretical discussions are linked to real life, actual and sometimes pressing practical debates and examples such as multicultural dilemmas, national identity formation, fundamentalist terrorism, 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

Course objectives

• 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.

Prerequisites

At least one Humanities course.

Recommended

HUM1003 Cultural Studies I, HUM2011 Cultural Studies II or SSC2046 Globalization and Inequality

Recommended reading

• E-readers.

Instructional format

Tutorial group meetings, projects and 2 lectures.

Examination

Projects (group assignments) and a final exam.

This course is a prerequisite for the following course(s):

• SSC3040 Identities

HUM2018

Period 2
31 Oct 2016
23 Dec 2016

Print course description

ECTS credits:
5.0

Instruction language:
English

Coordinator:
L.S. Sirri

Teaching methods:
PBL, Presentation(s), Lecture(s), Assignment(s), Paper(s)

Assessment methods:
Final paper, Attendance, Participation, Written exam, Oral exam, Take home exam
Full course description

Students in this course will be introduced into the broad field of digital media and discuss in detail computer based practices (social software, online games, digital art) in the second part. While popular debates fail to leave the usually general discussions on the impact of digital media, this course will deal with the complexity, history and diversity of our contemporary culture. Digital media have been described as being interactive, multimedial, integrative – as they integrate older analogue media and are able to simulate them on the basis of the digital code to a certain extent. Their integrative power as well as the possibility to connect, share and network opened discussions on their impact on cultural transformations. The course will be structured as follows: 1. Transformations: new vs. old, on users and non-users; 2. Networking: sharing, communities and new public spheres; 3. Defragging: on privacy and surveillance, user participation and new practices; 4. Remixing: remix, mashup and more, digital literature and art.

Course objectives

• To familiarize students with the diverse themes relevant for digital culture.

Recommended reading

• E-Readers. • Online sources.

Instructional format

Tutorial group meetings and lectures.

Examination

Presentation in class (20%), active participation in class (20%) and a final essay of 3500 words at the end of the course (60%).

HUM2022

Period 2
31 Oct 2016
23 Dec 2016

Print course description

ECTS credits:
5.0

Instruction language:
English

Coordinator:
K. Wenz

Teaching methods:
PBL, Presentation(s), Lecture(s), Assignment(s), Paper(s)

Assessment methods:
Final paper, Attendance, Participation, Written exam, Oral exam, Take home exam
Full course description

This course considers a variety of contemporary configurations of gender, sexuality, race/ethnicity, and class. 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 sociocultural, 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 minorities on individual and collective levels. Special attention will be directed to theories of intersectionality, which examine how the interactions between multiple inequalities and social hierarchies shape personal and social experiences, as well as political strategies and policies.

Subsequently, we will take a closer look at the complexity of such multiple inequalities, by tracing the entangled workings of gender, sexuality, and race/ethnicity through a variety of topical cases and questions. What was the role of social and embodied differences in the late twentieth century ‘ethnic conflicts’ in Rwanda and the former Yugoslavia? How does the interaction of norms of gender and sexuality structure contemporary performances of identity? In what ways are current practices of terrorism and counterterrorism inflected by dynamics of race, gender, and sexuality? How do advanced technologies such as cosmetic surgery and new reproductive techniques impact the human body, and how do such practices function as ‘technologies’ of gender, race, and class? How is intersexuality viewed in the Western world, and why is it medicalized? How do constructions of whiteness function in a globalized world? How can we analyze and evaluate the emergence of sexual nationalisms across Europe today? Why do women’s sexual liberation and gay rights occupy such a prominent place 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 interdisciplinary approach that characterizes gender and diversity studies as an academic 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 offers you dynamic ways to think through the complexities of our times, and to examine 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.

Course objectives

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

**Prerequisites**

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

**Recommended reading**

- E-Readers.

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**HUM3040**

**Period 2**

31 Oct 2016

23 Dec 2016

Print course description

**ECTS credits:**

5.0

**Instruction language:**

English

**Coordinator:**

L.B.N. van den Hengel

**Teaching methods:**

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

**Assessment methods:**

Attendance, Final paper, Oral exam, Participation, Take home exam, Written exam

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**University College Maastricht**

**Distributive Justice in Contemporary Political Philosophy**

**Full course description**

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 philosophy 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.

**Course objectives**

- To examine some recent developments in political philosophy, focusing on current scholarly disputes in the field of distributive justice.
- To engage with the work of today’s leading political philosophers and critically evaluate their arguments.
- To discover one’s preferred conception of justice.

**Prerequisites**

COR1004 Political Philosophy

**Recommended**

HUM1007 Introduction to Philosophy and/or HUM2051 Philosophical Ethics.

- [Political Philosophy](#)

**Recommended reading**

- E-Readers containing contemporary papers and articles.

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**HUM3045**

**Period 1**

5 Sep 2016

28 Oct 2016

[Print course description](#)

**ECTS credits:**

5.0

**Instruction language:**

English

**Coordinator:**

[T.J. Dekker](#)

**Teaching methods:**

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

**Assessment methods:**

Attendance, Final paper, Oral exam, Participation, Take home exam, Written exam

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University College Maastricht
Cultural Studies I: Doing Cultural Studies

Full course description

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 Zylinska, 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.

Course 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.

Prerequisites

None.

Recommended reading

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

HUM1003

Period 4
6 Feb 2017
University College Maastricht

Introduction to Ancient Philosophy

Full course description

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 and Romans 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.

Course 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.

Prerequisites

None

Recommended
Recommended reading

Required


Recommended:


HUM2008

Period 5
10 Apr 2017
9 Jun 2017

Print course description

ECTS credits:
5.0

Instruction language:
English

Coordinator:
M.S.J.M. Kardaun

Teaching methods:
Lecture(s), PBL

Assessment methods:
Assignment, Written exam

University College Maastricht

Medieval Civilization

Full course description

As Blockmans writes: “The foundations of modern-day Europe lie in the European Middle Ages: the spread of Christianity, (but also the separation of church and state), the establishment of areas sharing a common language, the formation of territorial states with seeds of national consciousness, (the holy Roman Empire), the urbanization of particular regions, the renewed development of rational-empirical scientific thought, (the system of universities), the creation of political structures based on representation (parliaments) and the expansion of commercial networks. From the other side: an observer of our time trying to make sense of the Middle Ages must overcome a degree of cultural shock and discard a number of concepts that seem perfectly natural to his or her own situation”.
There is poverty, regionalism, and deep influence of religion in the everyday life by superstition, and the feudal system, but also - to be seen in our time - the cathedrals, towns and astonishing art.

Course objectives

Students will be introduced to the many - historical as well as cultural -aspects of Medieval European Civilization and its main characteristics, so that they will have a basic knowledge of: •The Important aspects of the civilization(s) in the European Middle Ages. •The political, economical and intellectual history and development of Europe during the Middle Ages. •The place and influence of Christianity in the Middle Ages. •European Culture in the Middle Ages (Art, Literature, Architecture). •The influence of Byzantium and of the Islam in Europe in the Middle Ages.

Prerequisites

None

Recommended reading


Instructional format

Two weekly tutor groups: in one of them we will discuss the chapters of the Atlas, accompanied by those of the Picture Book. In the other one the students will give a presentation of Medieval sources, as given in the source book. Further there will be lectures on Medieval Learning, Medieval Philosophy, Medieval Art or Literature, next to an excursion to Medieval Maastricht and one to Aachen and the Benedictine Monastery of Mamelis.

Examination

Participation, a presentation of sources, a scientific paper (on a chosen topic, 4-5 pages) and a written exam (with open questions on general aspects of medieval history and civilization).

HUM2021

Period 4
6 Feb 2017
7 Apr 2017

Print course description

ECTS credits:
5.0

Instruction language:
English

Coordinator:
J. Spruyt

Teaching methods:
Presentation(s), Lecture(s), Assignment(s), Paper(s)

Assessment methods:
Final paper, Attendance, Participation, Written exam
Full course description

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.

Course objectives

• 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.

Prerequisites

HUM1007 Introduction to Philosophy and SKI3002 Argumentation II

• Introduction to Philosophy

Recommended reading

• Lycan, William, G. Philosophy of Language. A Contemporary Introduction. • A selection of articles/chapters from primary sources.

Instructional format

Tutorial group meetings and lectures.

Examination

Papers.

HUM2044

Period 4
6 Feb 2017
7 Apr 2017

Print course description
ECTS credits:
5.0
Instruction language:
University College Maastricht

Totalitarian Temptation

Full course description

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).

Course objectives

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

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.

Recommended reading


Instructional format

Tutorial group meetings and lectures.

Examination

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

**Literature and Psychology**

**Full course description**

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?

**Course 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?

**Prerequisites**

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

Recommended

HUM1007 Introduction to Philosophy
Recommended reading

- Sigmund Freud, *Creative Writers and Day-Dreaming* (1908).

**HUM3029**

**Period 4**
6 Feb 2017
7 Apr 2017

Print course description

**ECTS credits:**
5.0

**Instruction language:**
English

**Coordinator:**
M.S.J.M. Kardaun

**Teaching methods:**
Assignment(s), Lecture(s), Paper(s), PBL, Presentation(s)

**Assessment methods:**
Attendance, Final paper, Oral exam, Participation, Take home exam, Written exam

**University College Maastricht**

**World History**

**Full course description**

The course deals with the overall history of man, and the decisive transformations involved, such as the agricultural and industrial revolutions. Additionally, it will deal with topics like the role of war, disease, religion, worldviews and finance in shaping this history. The course also touches upon the 'Rise of the West' as a dominant factor in world history over the last 5 centuries.

**Course objectives**

- To familiarize students with some of the main issues in 'World history', the branch of history that studies general patterns in human history.

**Prerequisites**

Any course in history or sociology, COR1003 Contemporary World History or SSC1003 Theories of Social Order (SSC1001 Macro Sociology).
Recommended reading

Instructional format
Tutorial group meetings and lectures.

Examination
A written paper and a final exam with open questions.

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**HUM3034**

**Period 5**
10 Apr 2017
9 Jun 2017

*Print course description*

ECTS credits:
5.0

Instruction language:
English

Coordinators:
A.J. Boon
M. Stout

Teaching methods:
PBL, Presentation(s), Lecture(s), Assignment(s), Paper(s)

Assessment methods:
Final paper, Attendance, Participation, Written exam, Oral exam, Take home exam

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University College Maastricht

**Shakespeare on Screen**

**Full course description**

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 classical 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, etc.).

**Course objectives**

• To learn to read Shakespeare’s plays and to reflect on screen adaptations of these plays.

**Prerequisites**

At least two 200-level courses in the Humanities.
Recommended reading


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

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

HUM3041

Period 4
6 Feb 2017
7 Apr 2017

Print course description
ECTS credits:
5.0
Instruction language:
English
Coordinator:
J.H. de Roder
Teaching methods:
PBL, Presentation(s), Lecture(s), Assignment(s), Paper(s)
Assessment methods:
Final paper, Attendance, Participation, Written exam, Oral exam, Take home exam

University College Maastricht
Common Foundations of Law in Europe

Full course description
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.

**Course 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.

**Prerequisites**

None

**Recommended reading**


• Additional materials, to be announced during the course.

**HUM1010**

Period 2
31 Oct 2016
23 Dec 2016

Print course description

ECTS credits: 5.0
University College Maastricht  
Film Art

Full course description

This course offers an in-depth examination of the various formal dimensions of film such as cinematography, editing, mise-en-scène, acting, costume and sound, as well as the stylistic use of these techniques in the filmic form and narration. The course also offers a short survey to film history as well as 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, supplemented by other readings.

Course objectives

• A comprehensive and systematic introduction film aesthetics, including 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 analyse films.  
• To learn to write a critical and informed essay of a film.

Prerequisites

None

Recommended reading

Mandatory book:  

Additional readings:  
• E-readers, on-line resources, and cd-rom.  

Audio-visual material

• Film viewings.

Instructional format

Tutorial group meetings, introductions + film viewing.
Examination
Analyses on contemporary films, presentations of the analyses, a midterm analysis and a final essay.

HUM2043

Period 5
10 Apr 2017
9 Jun 2017

Print course description
ECTS credits: 5.0
Instruction language: English
Coordinator: J.A. Post
Teaching methods: PBL, Presentation(s), Lecture(s), Assignment(s), Paper(s)
Assessment methods: Final paper, Attendance, Participation, Written exam, Oral exam, Take home exam

University College Maastricht

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

Full course description

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

Course objectives

• To learn how to evaluate evolutionary approaches to art, literature, and music.

Prerequisites

At least two 200 level courses in the Humanities or at least two 200 level courses in the Life Sciences.

Recommended reading

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

Examination
An essay and a presentation of the essay.

HUM3042

Period 5
10 Apr 2017
9 Jun 2017

Print course description
ECTS credits:
5.0
Instruction language:
English
Coordinator:
J.H. de Roder
Teaching methods:
PBL, Presentation(s), Lecture(s), Assignment(s), Paper(s)
Assessment methods:
Final paper, Attendance, Participation, Written exam, Oral exam, Take home exam

University College Maastricht
The Idea of Europe: The Intellectual History of Europe

Full course description
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.
Course 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.

Prerequisites

None

Recommended reading


Instructional format

Tutorial group meetings and lectures.

Examination

An exam with essay questions and a written paper.

This course is a prerequisite for the following course(s):

• HUM2007 States and Nations in Europe, from the Middle Ages to the First World War • HUM2052 Theorizing Terrorism: A Philosophical Investigation • HUM3019 Totalitarian Temptation • SSC2046 Globalization and Inequality

HUM1013

Period 2
31 Oct 2016
23 Dec 2016

Print course description

ECTS credits:
5.0

Coordinator:
M. Stout

Teaching methods:
Lecture(s), PBL

Assessment methods:
Final paper, Take home exam

University College Maastricht

Living in a technological Culture I: Introduction to
Science and Technology Studies

Full course description

Science and technology shape culture. The influence of science, for example, ranges from its inspiration for 20th century avant-garde movements to its impact on our dominant values and metaphors. Technology and science have an impact on mobility patterns and gender and sexual identities. But also on the standardisation of practices in health care. Or think about the way mobile phones have changed what it means ‘to be alone’ and how organ transplantation has redefined our understanding of life. Also ‘scientific planning’ has reshaped our policy-making practices. However, there is, vice versa, a cultural influence on science, technology too. Historical and comparative studies have shown how different cultural circumstances yield very different forms and contents of science and technology. Thus we can only hope to understand science and technology when we acknowledge their cultural base. These issues and many others are object of studies of the field of Science and Technology Studies (STS). 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 do not intend being negative about science and technology. But we will reflect on different views of the society-technology-science relationship. We will try to find answers to questions like ‘what does it mean to live in a technological culture? Or how can we bridge the technological divide between the North and the South? What is the role of the media in the popularization of science? How do we deal with the vulnerabilities of our high-tech complex society? These are a few of the questions which we will try to tackle in this course.

Course 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.

Prerequisites

None

Recommended reading

• E-Readers and material from the UM Library.

Instructional format

Tutorial group meetings, lectures and a video analysis.

Examination

A group presentation on a topic that is related to the issues discussed in the course will act as midterm exam (20%). The final exam is an individual academic paper (50%). Also participation is part of the examination (30%).

This course is a prerequisite for the following course(s):

• HUM3048 Anthropology of Scientific Practice

HUM2046

Period 1
5 Sep 2016
The question of ‘what is literature?’ is an ancient one, which has been posed time and again, since the onset of Western civilization. Plato tackled the issue in the third book of The Republic, while Aristotle gave the subject extensive and systematic treatment in his Poetics, a treatise which remained authoritative well into the eighteenth century. The question has been addressed within ever changing social circumstances and media ecologies ever since. Literature as we know it today took on shape with the invention of print. Now that we have so many other media at our disposal besides the printed book, the question of ‘what is literature?’ returns to us with renewed urgency. In our contemporary multimedia culture, we may listen to a radio broadcast, watch a TV-series, go to a movie, play a digital game, surf the internet, read a hypertext, listen to a cd-rom, don a headset and scarf and move around in virtual reality, etc. What could be the place and function of literature within the context of this ever expanding multimedia landscape? As it is impossible to develop a perspective on the place and function of literature in the contemporary multimedia-landscape without a thorough knowledge of the functions and values traditionally accorded to literature, the major part of this course has been geared towards equipping you with these indispensable insights. Thus, the course provides a historical overview of the functions of literature, while engaging you in considering what place there is for these functions in the new media ecology.

Course objectives

• To learn how to reflect upon the distinctive features of literary texts in a critical and historically informed manner, with special attention to the issues raised by the appearance of the new electronic and digital media in the later half of the twentieth century.

Prerequisites

None