Core courses

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 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.

Prerequisites

None

Recommended reading

- E-reader.

COR1003
Period 1
4 Sep 2017
27 Oct 2017
Period 4
5 Feb 2018
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.

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

Prerequisite
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 Student Portal.

COR1005
Period 1
4 Sep 2017
27 Oct 2017
Period 4
5 Feb 2018
6 Apr 2018

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.

**Political Philosophy**

**Full course description**

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 comes 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
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.

**Course 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, 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.

**Prerequisites**

None

**Recommended reading**

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

**Concentration: Humanities**

University College Maastricht

**Introduction to Art: Representations, Performances and Interactions**

**Full course description**

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

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

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

**Course objectives**

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

**Prerequisites**

None.

**Recommended reading**

Pop Songs and Poetry: Theory and Analysis

Full course description


First, by reading some of the theory on the lyric by literary theorists such as Jonathan Culler, Barbara Johnson, Veronica Forrest-Thomson, Jan de Roder, and others. As an academic, you must learn to read literary 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.
Course 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.

Prerequisites

None.

Recommended reading

- Primary sources (poems and songs)
- E-Reader.

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

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 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. 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.

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. Last but not least, we will ask how colonial and anti-Semitic discourse, stereotypes of the ‘external Other’ and stereotypes of an ‘internal European Other’ (the Jews etc.) were intertwined and how we can better understand the Holocaust from a historical perspective.

**Course 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.

**Prerequisites**

Interest in historical research and critical theoretical reflection.

**Recommended reading**

- E-reader.
Enlightenment and Romanticism

Full course description

The debate between Enlightenment and Romanticism has an enduring impact in art, politics, science, human identity and social values. This course is a these two, formative, opposed intellectual traditions. First, a historical context will be presented to the political and ideological Enlightenment (enlightened despotism, the court of Frederick the Great, Enlightenment).

Secondly the opposed approach to ‘Nature’ will be introduced; rise of modern science, the Encyclopédie vs. Romantic science (e.g. Goethe’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 history (Romanticism and Neo-Classicism). In the fourth place human subjectivity in the Enlightenment (based will be confronted to new approaches to the romantic soul (the unconsciousness, Weltschmerz).

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

Course 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.
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**Prerequisites**

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

**Recommended reading**


HUM2005
Period 1
4 Sep 2017
27 Oct 2017
[Print course description](#)
ECTS credits:
5.0
Instruction language:
English
Coordinator:
- F.M. Doorman

Teaching methods:
PBL, Lecture(s)
Assessment methods:
Final paper, Attendance, Participation, Written exam

University College Maastricht

**Narrative Media**

**Full course description**

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.

**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**

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

**Recommended reading**

The following handbooks are the most crucial:


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

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 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.

**Course 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.

**Prerequisites**

COR1004 Political Philosophy

**Recommended**

HUM1007 Introduction to Philosophy and/or HUM2051 Philosophical Ethics.

- Political Philosophy

**Recommended reading**

- E-Readers containing contemporary papers and chapters.

HUM3045
Period 1
4 Sep 2017
27 Oct 2017

Print course description
Bachelor University College Maastricht

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

University College Maastricht

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

**Full course description**

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, 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.

**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-reader.

**Introduction to Philosophy**

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**


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

Since the late 19th century and certainly up until the mid-20th century artists have issued avant-garde manifestoes of change, claiming their art to be ahead of the times. Critical of conventions and traditions, they regarded art as a revolutionary means to social, political, cultural, and intellectual emancipation and progress. Through what has been called the “shock of the new,” by making tabula rasa with the existing, art was to create a better world. Were it not for the fact that art
Bachelor University College Maastricht

effectively served the ideologies of both the socialist and fascist totalitarianisms of the last century, such radical ambitions might even sound a bit naïve, nowadays. Indeed, as yesterday’s future has become today’s past, the utopias of a bygone era seem to have been disappointed, at last - or have they not? Do we need to rescue avant-garde virtues and ideals for the sake of the relevance of contemporary art?

What precisely is the legacy of the modern avant-garde besides its success on the global art market? In the early 21st century and under the spell of a “new spirit of capitalism”, is there any hope left for effective artistic critique? Or does the current “economy of enrichment” simply reduce the value of art to a financial speculation tool?

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

Course objectives

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

Prerequisites

None

Recommended

HUM1011 Introduction to Art; Representations, Performances and Interactions.

Recommended reading


HUM2013

Period 2
30 Oct 2017
22 Dec 2017

Print course description

ECTS credits:
5.0

Instruction language:
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
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-reader.
Digital Media

Full course description

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 valuated. 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.
3. Remaking: gaming, gamification, digital literature and art.

**Course objectives**

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.

**Prerequisites**

None.

**Recommended reading**

- E-reader.
- Online sources.

HUM2022
Period 2
30 Oct 2017
22 Dec 2017

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

**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**

History of Psychology

Full course description

Psychology has always straddled the borderlines between the natural and the social sciences. Modern psychology has its origins in the scientific revolution of 16th century. The category of consciousness according to some defied physics, while others set out to reduce the mental to the material. In the 19th century the theory of evolution made inroads into traditional introspective philosophy of mind, and led to new approaches in the study of behavior. For some the proper object of psychology should be behavior instead of consciousness. So, over time, psychology has exhibited interesting ambiguities both about its own nature.

This course will follow some of these ambiguities, and will illuminate a number of traditional and modern problems of psychology. The following issues will be dealt with:
- The Scientific revolution as the origin of modern psychology;
- Consciousness. Mind and body, materialism and spiritualism;
- The experimental method and the rise of psychology in the 19th century;
- Man’s place in nature. The theory of evolution and it’s influence on psychology;
- Mental health, medicine and psychology;
- The psychological society. The diffusion of psychology in the workplace, culture and our personal life;
- The cognitive revolution. The return of mind in psychology;
- Brain as mind. The rise of cognitive neuroscience and its implications for the mind.

Course objectives

- To become familiar with the development of psychology since the 16th century.
- To acquire knowledge about the scientific and social context in which psychology developed.
Prerequisites

This course is included under the Humanities, but is also very relevant for Social Science students focusing on psychology. It is important to note that this is primarily a course in history, dealing with psychology as its topic. It is not a psychology course with a historical dimension. As prerequisite for the course students will either have done some course(s) in history or in psychology, or, ideally, in both.

Recommended reading

All reading material will be handed out at the beginning of the course.

HUM2055
Period 2
30 Oct 2017
22 Dec 2017
Print course description
ECTS credits:
5.0
Coordinator:
• A.J. Boon

Teaching methods:
Lecture(s), PBL
University College Maastricht

Science, Power and the Construction of Facts

Full course description

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.

**Course 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.

**Prerequisites**

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

**Recommended reading**

- E-Reader containing diverse academic journal articles.

HUM3049
Period 2
30 Oct 2017
22 Dec 2017

**Religion and Secularization**

**Full course description**

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.

Course 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.

Prerequisites

HUM1007 Introduction to Philosophy or HUM2008 Ancient Philosophy or HUM2021 Medieval Civilization.

Recommended reading

- Immanuel Kant, Religion within the Bounds of bare Reason (1793)
- Friedrich Nietzsche, The Antichrist (1895).
- C.G. Jung, Answer to Job (1952).
- Maria Kardaun, Fighting the Angel (2011).
- Frans de Waal, The Bonobo and the Atheist: In Search of Humanism among the Primates (2013)
A Cultural Critique of Our Aging Society

Full course description

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.

Course 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.

**Prerequisites**

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.

**Recommended reading**

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

**HUM3050**
Period 2
30 Oct 2017
22 Dec 2017

Print course description

ECTS credits: 
5.0

Coordinator:

- **A.M.C. Swinnen**

Teaching methods:
Lecture(s), PBL
Assessment methods:
Assignment

**Crucial Differences in the 21st Century**

**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.

HUM3040
Period 2
30 Oct 2017
University College Maastricht

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

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**


**HUM1013**
**Period 2**
30 Oct 2017
22 Dec 2017

**ECTS credits:**
5.0

**Coordinator:**

- M. Stout

**Teaching methods:**
Lecture(s), PBL

**Assessment methods:**
Final paper, Take home exam

**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
5 Feb 2018
6 Apr 2018
Print course description
ECTS credits:
5.0
Instruction language:
English
Coordinator:
- L.B.N. van den Hengel

Teaching methods:
Lecture(s), PBL
Assessment methods:
Attendance, Final paper, Participation, Take home exam, Written exam

University College Maastricht
Medieval Civilization

Full course description

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.

Course 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.

Prerequisites

Recommended: HUM2008 Ancient Philosophy

Recommended reading


HUM2021
Period 4
5 Feb 2018
6 Apr 2018

Print course description
ECTS credits:
5.0
Instruction language:
Philosophy of Language

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

- A selection of articles/chapters from primary sources.
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

Bachelor University College Maastricht

- E-Readers.

HUM3019
Period 4
5 Feb 2018
6 Apr 2018
Print course description
ECTS credits:
5.0
Instruction language:
English
Coordinator:

- P. Del Hierro

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

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 reading

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

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 2000-level courses in the Humanities.

Recommended reading


The Future of Literature?

Full course description

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