The programme information in this document is based on the selection criteria that you entered in the online prospectus (www.maastrichtuniversity.nl/web/Faculties/FASoS/TargetGroups/ProspectiveStudents/BachelorsProgrammes/ArtsAndCulture). Should it not contain the information that you were looking for, we recommend that you try again using different selection criteria.

Please bear in mind that the programme information is continuously updated. It is therefore wise to check the online prospectus regularly.

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In the event of doubt or uncertainty about specific information, please contact the Faculty of Arts and Social Sciences.
Table of content

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Skills I</td>
<td>5</td>
</tr>
<tr>
<td>Diagnostic Test: English Language</td>
<td>6</td>
</tr>
<tr>
<td>Apollo and Dionysus incl. Introduction</td>
<td>8</td>
</tr>
<tr>
<td>Entering the Humanities</td>
<td>10</td>
</tr>
<tr>
<td>Research and Writing I, part 1</td>
<td>12</td>
</tr>
<tr>
<td>Knowledge and Criticism</td>
<td>14</td>
</tr>
<tr>
<td>Reading Philosophy</td>
<td>16</td>
</tr>
<tr>
<td>Disenchantment and Ideology incl. Research</td>
<td>18</td>
</tr>
<tr>
<td>Debates among Historians</td>
<td>20</td>
</tr>
<tr>
<td>Style and Modernity</td>
<td>22</td>
</tr>
<tr>
<td>Analysis of Paintings and Literary Texts</td>
<td>24</td>
</tr>
<tr>
<td>Academic Skills II</td>
<td>26</td>
</tr>
<tr>
<td>Network Society</td>
<td>27</td>
</tr>
<tr>
<td>Close to the Foreign</td>
<td>29</td>
</tr>
<tr>
<td>Cultural Pluralism</td>
<td>31</td>
</tr>
<tr>
<td>Theory of Science and Interdisciplinarit</td>
<td>33</td>
</tr>
<tr>
<td>Research and Writing II: The first step</td>
<td>35</td>
</tr>
<tr>
<td>Entering the Field: CKT I</td>
<td>37</td>
</tr>
<tr>
<td>Doing Research in CKT</td>
<td>39</td>
</tr>
<tr>
<td>Vademecum thesis writing CKT</td>
<td>41</td>
</tr>
<tr>
<td>Frankenstein’s hope; problems of demarca</td>
<td>43</td>
</tr>
<tr>
<td>The Design of Man</td>
<td>45</td>
</tr>
<tr>
<td>Entering the Field: CKT II</td>
<td>47</td>
</tr>
<tr>
<td>Bachelor thesis specialisation CKT</td>
<td>49</td>
</tr>
<tr>
<td>Modernity and the Arts I</td>
<td>51</td>
</tr>
<tr>
<td>Entering the Field: LAC I</td>
<td>53</td>
</tr>
<tr>
<td>Doing Research in LAC</td>
<td>55</td>
</tr>
<tr>
<td>Vademecum thesis writing LAC</td>
<td>57</td>
</tr>
<tr>
<td>Modernity and the Arts II</td>
<td>59</td>
</tr>
<tr>
<td>Entering the Field: LAC II</td>
<td>61</td>
</tr>
<tr>
<td>Bachelor thesis specialisation LAC</td>
<td>63</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Entering the Field: Media Culture I</td>
<td>65</td>
</tr>
<tr>
<td>Doing Research in Media Culture</td>
<td>67</td>
</tr>
<tr>
<td>Vademecum thesis writing Media Culture</td>
<td>69</td>
</tr>
<tr>
<td>Observing and representing: History of t</td>
<td>71</td>
</tr>
<tr>
<td>Logo &amp; Imago: Identity in Media Culture</td>
<td>73</td>
</tr>
<tr>
<td>Entering the Field: Media Culture II</td>
<td>75</td>
</tr>
<tr>
<td>Bachelor thesis specialisation MC</td>
<td>77</td>
</tr>
<tr>
<td>The European State</td>
<td>79</td>
</tr>
<tr>
<td>Entering the Field: Political Culture I</td>
<td>81</td>
</tr>
<tr>
<td>Doing Research in Political Culture</td>
<td>83</td>
</tr>
<tr>
<td>Vademecum thesis writing PC</td>
<td>85</td>
</tr>
<tr>
<td>Power and Democracy</td>
<td>87</td>
</tr>
<tr>
<td>Entering the Field: Political Culture II</td>
<td>89</td>
</tr>
<tr>
<td>Bachelor thesis specialisation PC</td>
<td>91</td>
</tr>
<tr>
<td>World War II and Memory</td>
<td>93</td>
</tr>
<tr>
<td>Arts and Culture: Policy and Politics</td>
<td>94</td>
</tr>
<tr>
<td>Kunst- en cultuurbeleid</td>
<td>96</td>
</tr>
<tr>
<td>European Environments</td>
<td>97</td>
</tr>
<tr>
<td>Museum Meanings</td>
<td>99</td>
</tr>
<tr>
<td>Cultuuroverdracht in een museale context</td>
<td>100</td>
</tr>
<tr>
<td>One World. Europe and the non-European</td>
<td>101</td>
</tr>
<tr>
<td>Virtual ethnography</td>
<td>103</td>
</tr>
<tr>
<td>Qualitative Research Skills Ila</td>
<td>105</td>
</tr>
<tr>
<td>Arts and Culture: Policy and Politics</td>
<td>107</td>
</tr>
<tr>
<td>Museum Meanings</td>
<td>109</td>
</tr>
<tr>
<td>Paper Minor Arts and Heritage</td>
<td>110</td>
</tr>
<tr>
<td>Kunst- en cultuurbeleid</td>
<td>111</td>
</tr>
<tr>
<td>Cultuuroverdracht in een museale context</td>
<td>112</td>
</tr>
<tr>
<td>Paper Minor Kunst, Cultuur en Musea</td>
<td>113</td>
</tr>
<tr>
<td>Globalisation and Inequality</td>
<td>114</td>
</tr>
<tr>
<td>Urban Development &amp; Poverty</td>
<td>116</td>
</tr>
<tr>
<td>Globalisation Seminar &amp; Symposium</td>
<td>118</td>
</tr>
<tr>
<td>The Making of Crucial Differences</td>
<td>120</td>
</tr>
</tbody>
</table>
Crucial Differences in the 21st Century ................................................................. 122
Crucial Different Lives......................................................................................... 124
Arts and Culture: Policy and Politics ............................................................... 126
Museum Meanings...................................................................................... 128
Paper Minor Arts and Heritage ................................................................. 129
Private International Law .............................................................................. 130
Law and Art: The Free Movement of Cult ...................................................... 132
The Idea of Europe .................................................................................... 134
Back to the Sources .................................................................................... 136
Great Expectations ...................................................................................... 138
Negotiation Skills ......................................................................................... 140
Europe: a critical reflection ........................................................................ 142
Reading Like a Writer .................................................................................... 144
Narrative Structure ...................................................................................... 146
Fundamentals of Poetry and Translation ...................................................... 148
Birthing new ventures ................................................................................ 150
Mobilising resources for entrepreneurial .................................................. 152
Commercialising Science & Technology ..................................................... 154
Social & Environmental Entrepreneurship .................................................. 156
Creativity & Concept Development ............................................................ 158
A Nation and its Fragments: Democracy, P ............................................... 160
Living with Difference: Politics of Cult ......................................................... 162
Nation-Building: Science, Technology and ............................................... 164
Academic Skills I

Academic year 2015-16

Date last modified
30-4-2016 1:13

Period
Period 1 Startdate: 31-Aug-15 Enddate: 03-Jun-16

Code
ACU1503

ECTS credits
1.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
D.M. Cressman

Description
Academic Skills introduces students to the reading and writing skills necessary to succeed at the University level. Students will complete two assignments designed to develop and refine their reading comprehension, writing skills, and revising skills.

Goals
The goal of Academic Skills is to endow students with skills that will be invaluable as they proceed through the Arts & Culture program.

Instruction language
EN

Prerequisites
Recommended literature
Teaching methods
PBL

Assessment methods
Portfolio

Key words
Diagnostic Test: English Language

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 31-Aug-15  Enddate: 04-Sep-15

Code
ACU1505

ECTS credits
0.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
N.P. Wylie

Description
This compulsory diagnostic test aims at determining a student’s English proficiency level and at making them aware of the importance of the English language in the core programme. The lowest scoring 20% will have to complete a writing task in the form of a summary. They will also have to attend a follow-up interview with one of the language trainers, when the results of the tests will be discussed, and further advice will be given how to improve active skills.

Goals
This diagnostic test aims at preventing students from dropping out because of problems with their English language skills. The test aims at determining students’ English proficiency level and at making them aware of the importance of the English language in the programme. Advice will be given to those who need to improve their English.

Instruction language
EN

Prerequisites

Recommended literature
Materials provided during course.

Teaching methods
Assignment(s)

Assessment methods
Computer test

**Key words**
Language skills,
Apollo and Dionysus incl. Introduction

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
ACU1000

ECTS credits
10.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J. Spruyt

Description
This course aims to provide an overview of the different ethical traditions in the history of Western civilisation. It focuses upon a number of influential world views and their moral implications - from the tenets of Socrates and Plato to those of Nietzsche and Foucault -, and considers the ways in which such views were bound to clash with the reality of the human condition. Starting-point of the course is the continuous tension between very rational, philosophical-ethical systems on the one hand, and some alternative, more comprehensive approaches to morality on the other hand, as for example expressed in Greek tragedy and other works of literature, in which the inadequacy of an exclusively rational approach - and indeed of any form of one-sidedness - is a major theme. The course then will not only introduce explicitly philosophical ethical theories in their historical context, but it also deals with more implicit images of ‘the good life’ as expressed in works of literature.

Goals
Knowledge and understanding of the origins of ethical views in modern western civilisation.

Instruction language
EN

Prerequisites

Recommended literature
philosophy. Cambridge: Cambridge University Press.

**Teaching methods**

PBL

**Assessment methods**

Written exam

**Key words**

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

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1 Startdate: 01-Sep-15 Enddate: 23-Oct-15

Code
ACU1504

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A.A. Kluveld - Reijerse

Description
An introduction into general academic skills for FASoS related to the PBL system.

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

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Assignment(s)
Lecture(s)
Paper(s)
PBL
Skills

Assessment methods
Assignment
Final paper
Attendance
Participation

**Key words**
General skills for PBL,
Research and Writing I, part 1

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
ACU1900

ECTS credits
7.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A.S. Richterich

Description
The course “Research & Writing I” starts with a lecture series on different aspects of (cultural) memory in period 1. The lecture series gives students an overview of possible topics in Arts & Culture. In period 3, students will begin working on their own papers. The paper topics need to relate to the theme of ‘memory’.

Goals
Students will have to master significant stages in writing an academic paper. The tutorials will support students in formulating a research question, structuring their paper and writing about their insights. Students will have to present their research results, while likewise providing and receiving peer feedback on oral as well as written presentations of their research.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Presentation(s)
**Assessment methods**

Presentation
Final paper

**Key words**

Writing an academic paper, presenting research results, (cultural) memory,
Knowledge and Criticism

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 2  Startdate: 26-Oct-15  Enddate: 16-Dec-15

Code
ACU1001

ECTS credits
10.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
R.F.J. de Bont

Description
Knowledge and Criticism examines the role of science in modern, western culture. Advanced science and technology are often understood as the hallmarks of all that makes us modern. How has this situation arisen? On what choices and assumptions is modern science based? Knowledge and Criticism answers these questions by going back to the founders of modern science (like Descartes and Newton), to the Enlightenment ideals of knowledge and progress (like those expressed in the French Encyclopédie), and to the reaction against all this during the Romantic era (with poets like Keats and Goethe). Students will also investigate the present: what do scientists do today, and how does their work fit into our culture and society? This course builds on your knowledge of Greek and medieval philosophy acquired in ACU1000/CW1000 Apollo and Dionysus. It prepares the ground for the great modernisation themes in ACU1002/CW1002 Disenchantment and Ideology. Its focus is also related to ACU2000/CW2000 Network Society.

Goals
Insight into the significance of science in modern western culture and knowledge of the Scientific Revolution, Enlightenment and Romanticism.

Instruction language
EN

Prerequisites

Recommended literature

**Teaching methods**
PBL

**Assessment methods**
Final paper
Written exam

**Key words**
Scientific revolution, enlightenment, romanticism, science & society,
Reading Philosophy

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 2  Startdate: 26-Oct-15  Enddate: 16-Dec-15

Code
ACU1500

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
D.M. Cressman

Description
This course introduces some early modern philosophers (René Descartes, Benedito de Spinoza, and Immanuel Kant) and traces their influence in modern philosophy.

Goals
The module pursues two aims: • Students learn to read and understand difficult texts which pose many challenges, like complicated long sentences, old fashioned expression and complex terminology; • Students gain an insight into the ideas and philosophical intuitions that shaped the early modern period.

Instruction language
EN

Prerequisites

Recommended literature
The course manual contains all the philosophical source texts that students have to study. Recommended: The Routledge Encyclopedia of Philosophy. This online resource can be accessed through the portal of the Library: http://ifiles.ub.unimaas.nl/metalib.asplang=eng&source=ON&subject=ALL&tattitel=rep

Teaching methods
Work in subgroups

Assessment methods
Written exam

**Key words**

Scientific revolution, enlightenment, critique, modernity,
Disenchantment and Ideology incl. Resear

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
ACU1002

ECTS credits
10.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
H. Oosterhuis

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

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

**Instruction language**
EN

**Prerequisites**

**Recommended literature**
Various relevant textbooks are used.

**Teaching methods**
PBL

**Assessment methods**
Written exam
Final paper

**Key words**
Democratisation, industrial revolution, biomedical and social science,
Debates among Historians

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
ACU1501

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
H. Oosterhuis

Description
The skills-training is about some of the characteristics and problems of history as an academic discipline and its relation to history as the reality of the past and history as (collective) memory.

Goals
The first objective, which starts from reading and understanding completed historical works, is to provide insight in the interpretative nature of historiography, the characteristics of historical debates, and the strengths and weaknesses of particular historical interpretations. The second objective, which concerns the way how historians use sources in their research and how their reading of sources is related to their interpretations of and controversies about the past, is to introduce students to primary historical sources and their problems and pitfalls in order to encourage a critical and methodical approach to historical sources. The focus is on the understanding and contextualisation of sources in relation to historical interpretations and debates.

Instruction language
EN

Prerequisites

Recommended literature
Several articles and chapters from various books.

Teaching methods
Paper(s)
PBL

**Assessment methods**
Final paper
Participation

**Key words**
Historical interpretation and debate, political ideology and identity,
Style and Modernity

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 5  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
ACU1003

ECTS credits
10.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
B. de Bruyn

Description
The concepts of style and modernity are intimately linked. In the course of the 19th century, literature, visual arts and architecture are increasingly characterized by a multitude of styles and currents. Their amount will only increase in the 20th century. Nineteenth-century realism functions as a crucial pivotal point within this evolution, even though it is often described as a 'styleless style'. Realist painters investigate, through their art, what it might mean to be modern and how to depict this modern life, without idealizing or moralizing it. Surprisingly enough, this uncensored depiction of modern life brought along an increasing emphasis on the stylistic means of art, before finally arriving at the aestheticism of the fin-de-siècle. However, the importance of the concept of 'style' is not limited to art works or literary texts. It is an equally relevant category when analysing the fashioning of modern life or other cultural domains in which the idea of style plays at first sight only a minor role. This module investigates the transformations of the concept of style in visual arts, literature, film and architecture and the possible role of style in the analysis of politics and science.

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL
Assessment methods

Participation
Final paper

Key words
Analysis of Paintings and Literary Texts

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 5  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
ACU1502

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
W.B.J. Goossens

Description
How to analyse a work of art? This skills training can best be characterized as a kind of speed learning introduction into the basics of two academic disciplines that specialise in this area: art history and literature studies. The dual disciplinary orientation is reflected in a dual structure. Section 1 (the art history part) is devoted to the visual art form of painting; section 2 will deal with the textual art form of narrative literature, or more specifically the novel. Each section is constructed around a concrete case study topic. That is to say both in the painting section as in the literary text section one single artwork will be the starting point and remain central. The case study format provides the opportunity to study the process of analysing artworks in depth. We will be analysing the artworks in focus in several steps, applying various analytical models: content analysis, comparative analysis, stylistic analysis, formal analysis, contextual analysis, significance analysis.

Goals
Developing skills in visual analysis and critical reading. Students learn how to analyse a visual and literary work of art, how to talk about it and, last but not least, how to write about it.

Instruction language
EN

Prerequisites

Recommended literature
Teaching methods
Paper(s)
PBL

Assessment methods
Participation
Final paper

Key words
Visual arts, literary texts, art history, literature studies, picture, analysis, narratology, style,
 Academic Skills II

Academic year 2015-16

Date last modified
13-11-2015 1:27

Period
Period 1  Startdate: 31-Aug-15  Enddate: 03-Jun-16

Code
ACU2502

ECTS credits
1.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
D.M. Cressman

Description
This course continues from Academic Skills 1 and focuses on developing research skills. Students will be taught how to correctly use different databases and how to distinguish between different academic sources. These skills will be used in the completion of a literature review on a topic of their choosing.

Goals
Like Academic Skills One, the goal of this course is to endow students with habits and skills that will help them meet the standards we have set for written work.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
Portfolio

Key words
Network Society

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
ACU2000

ECTS credits
8.5

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
H. van Lente

Description
Almost every year, researchers, essayists and journalists introduce new characterisations of our modern times. We live, so they tell us, in a knowledge economy, the age of genetics or the information society. Many of these diagnoses refer to new developments in technology. How are we to interpret such characterisations? How do we evaluate them? The course teaches students to explore the nature and backgrounds of common characterisations of modern society and to assess the related assumptions and implications. This is done by looking at the concept of ‘network society’ - the concept is a prominent feature in the current public debate on the nature and future of Western society. What do the terms ‘network’ and ‘network society’ stand for? Who introduced and defended these terms, and in what context? What developments are regarded as characteristic of the ‘network society’? If we contrast these developments with historical examples of similar processes, does that mean that we have to reconsider our views about network society? What assumptions about technology development underlie network thinking? In what way is this open to criticism? How can we respond to the never-ending stream of predictions about future network technology that we face? Does democracy (still) have any meaning in a network society? And how do artists, in the practice around new media, shape and comment on network society?

Goals
• To offer insight into the nature and backgrounds of the concept of ‘network society’;
• To offer an introduction to research in the history and sociology of technology;
• To assess common characterisations of modern society in terms of their assumptions and implications.

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
Written exam

Key words
Science, technology and society studies, Manuel Castells, networks and, networking, art, politics and activism on the internet, vulnerability of, the network society, conceptual analysis,
Close to the Foreign

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
ACU2500

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
H. van Lente

Description
In this skills training students learn to study behaviour and customs in their own environment as if they belonged to a ‘foreign’ culture. Their guideline will be a number of research topics closely connected to the themes of the course Network Society, to which this skills training belongs. These topics will address the daily use (or non-use) of network technologies such as mobile phones, the internet and email. In teams, students design their own ethnographic research project. Before carrying out independent research in their own environment for a week, students will be prepared for this in three skills training meetings.

Goals
Objectives in this skills training students are trained in ethnographic research methods (observations, interviews) for studying behaviour and customs in their own environment as if they belonged to a ‘foreign’ culture.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
Presentation
Written exam

**Key words**
Ethnography, interviewing, (participant) observation, learning by doing,
Cultural Pluralism

Academic year 2015-16

**Date last modified**
28-10-2015 1:27

**Period**
Period 2  Startdate: 26-Oct-15  Enddate: 16-Dec-15

**Code**
ACU2001

**ECTS credits**
8.5

**Organisational unit**
Faculty of Arts and Social Sciences

**Coordinator**
H.J. Pott

**Description**
Contemporary western societies are characterised by cultural plurality: different social communities have different values, life styles and levels of tolerance. Over the past decade, this diversity has become a growing source of concern about how to properly reconcile the demands of plurality and identity, in order to safeguard social and cultural cohesion. The course examines a number of normative dilemmas that arise from the current co-existence of a diversity of cultural traditions; discussions are about universalism and relativism, secularism and the come-back of religion, human rights and animal rights, media and the politics of fear.

**Goals**
To acquire insight into the dilemmas of cultural pluralism. Acquiring an intellectual vocabulary for describing, analysing, understanding and evaluating the dilemmas of cultural pluralism; being able to apply this vocabulary in academic and real life situations, both independently and as part of a team.

**Instruction language**
EN

**Prerequisites**

**Recommended literature**
Bhikhu Parekh: Rethinking Multiculturalism  J.M. Coetzee: Elisabeth Costello.

**Teaching methods**
PBL
Assessment methods
Written exam

Key words
Pluralism, secularism, politics of emotion,
Theory of Science and Interdisciplinarity

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 2  Startdate: 26-Oct-15  Enddate: 16-Dec-15

Code
ACU2501

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
M.S.J.M. Kardaun

Description
The main questions in the series of lectures ‘Theory of Science and Interdisciplinarity’ are the following: What exactly are scientific theories? What can and cannot be expected from scientific theories? How exactly do scientific theories emerge and to what extent can you rely on them? To begin with, these questions will be approached from different academic perspectives, viz. philosophy, history and literary criticism. It will be shown that despite huge differences between them, the basic method employed in these disciplines is essentially one and the same. Subsequently we shall deal with the notion of interdisciplinary: When is interdisciplinary called for? What can be expected from it and what should we perhaps be afraid of? Is there a methodological middle ground between (sometimes very) different disciplinary perspectives that will allow us to do interdisciplinary research? What is the surplus value of this type of research when compared to more ‘ordinary’ approaches? And last not least: What is the difference between interdisciplinarity and multidisciplinarity?

Goals
The aim of the course is to introduce students to some basic elements of the theory, history and sociology of academic practices, by providing not only some thorough theoretical background but also a number of practical examples of disciplinary and interdisciplinary research. It is within this framework that Arts and Culture acquires a clear profile, and that the interdisciplinary nature of the contents of the programme may be understood.

Instruction language
EN

Prerequisites

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**Recommended literature**

Stuttgart: Kröner. 
Hanson, Norwood Russel (1979 [1958]). *Patterns of Discovery: an Inquiry into the Conceptual Foundations of Science*. 
Cambridge: Cambridge University Press. 

**Teaching methods**

Lecture(s)

**Assessment methods**

Take home exam

**Key words**

Theory of science, disciplinarily, interdisciplinary, philosophy of, mind, history, literary criticism,
Research and Writing II: The first step

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
ACU2900

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
M. Reithler

Description
In this second Research and Writing course, students will conclude their basic studies with the writing of an academic paper, in which they will examine an Arts and Culture theme of their choice and in which they will have achieved a basic level of academic competence. The emphasis in this course is on the independent selection and definition of the topic of the paper, on the formulation of the research problem it addresses and the research question it sets out to answer and on building a solid and convincing argumentation that is supported by the productive use of relevant secondary sources.

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

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL
Assessment methods
Written exam
Final paper

Key words
Research skills, research design, writing skills, formatting, language and, rhetorical skills, structuring, argumentation.
Entering the Field: CKT I

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16   Enddate: 01-Apr-16

Code
ACU2710

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
R.P.J. Hendriks

Description
The 3 ECTS skills seminar Entering the Field Cultures of Knowledge and Technology I will acquaint students with key texts, recurring topics and research puzzles in Science, Technology and Society studies (STS). ETfl consists of a series of seminars based on the discussion of key texts, highlighting specific themes, debates and approaches in STS. The tutorial will introduce two thesis frames, in which research themes and problems, theories and methodological approaches are presented in an integrated manner. The final exam will consist of two response papers (1.000-1.200 words each).

Goals
Introducing students to Cultures of Knowledge and Technology as a scholarly field; acquainting students with specific debates, theories and methodologies in Science, Technology and Society studies (STS); introducing students to two thesis frames in the specialization Cultures of Knowledge and Technology; preparing students for their third year specialization course and BA thesis.

Instruction language
EN

Prerequisites

Recommended literature
Syllabus

Teaching methods
PBL
Skills

**Assessment methods**
Written exam

**Key words**
Scholarly debates, theories, methods, thesis frames, STS,
Doing Research in CKT

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4   Startdate: 01-Feb-16   Enddate: 01-Apr-16

Code
ACU3010

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
E. Homburg

Description
Engaging students in a concrete research project on a research theme from the field of Cultures of Knowledge and Technology, the 12 ECTS Course Researching Cultures of Knowledge and Technology will acquaint students with doing hands-on research. The course starts with a concise, joint introduction to the research theme of Responsible Research and Innovation (RRI) and recapitulates the main methodological approaches in the field of CKT. After the first part of the course students will be divided over three subordinate research projects, each centered on a dimension of RRI. Students working in the subgroups will approach their dimension of the central theme from the perspectives as introduced during the first part. They will study the perspective more in depth and apply it in their research. Students will be formulating a research problem, collect and/or generate research materials, process and analyze these in terms of the conceptual framework and scholarly debates that they explored.

Goals
To further practice the main research skills in in Cultures of Knowledge and Technology by relating a research problem to scholarly debates in the field, and applying its main theories and methodologies in a concrete research project, and thus to acquire a more in-depth understanding of the opportunities and limitations of the different research approaches in CKT.

Instruction language
EN

Prerequisites
Recommended literature
Methodological readings from the thesis frames Materials depending project

**Teaching methods**
Research
Work in subgroups

**Assessment methods**
Written exam
Presentation

**Key words**
Research project, method, responsible research and innovation,
Vademecum thesis writing CKT

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4   Startdate: 01-Feb-16   Enddate: 03-Jun-16

Code
ACU3710

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
R.P.J. Hendriks

Description
The 6 ECTS tutorial Vademecum Thesis writing supports the writing of a BA thesis proposal and prepares and supports the BA thesis writing in the major Cultures of Knowledge and Technology. During the 4th period students are working on 7 assignments that are concerned with: writing a one pager on their preliminary ideas in line with one of the CKT thesis frame; reviewing existing BA thesis; formulating a research problem; collecting research materials; finding an analytical framework; drafting a BA thesis proposal; peer reviewing; finalizing the BA thesis proposal. The work on these assignments is supported by secondary readings and lectures on research and writing skills; presentations and discussions in the tutorial group meetings; and individual meetings with their supervisor. The tutorial results in a BA thesis proposal. In the 5th period three inter vision meetings are planned in which students present and discuss their work in progress.

Goals
Exploring a concrete subject and approach for a BA thesis within one of the CKT thesis frames; applying insights acquired in the second year specialization courses and Entering the fields seminar; preparing students for their BA thesis by writing a BA thesis proposal.

Instruction language
EN

Prerequisites
Recommended literature
Booth et al. (2012)
Teaching methods
Assignment(s)
Presentation(s)

Assessment methods
Assignment

Key words
Exploratory research, thesis frames, thesis proposal,
Frankenstein’s hope; problems of demarca

Academic year 2015-16

Date last modified
12-4-2016 1:12

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
ACU2003

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator

Description
The key questions in this course are: how do we evaluate science and technology in modern cultures; and how are the relations shaped between science, technology, and politics? The Course consists of three interconnected elements: In group sessions, a number of questions, conceptual frameworks and theoretical approaches will be introduced by discussing some key texts related to the field of Science Technology & Society studies (STS). In a number of lectures, staff members who are active in the STS field will provide insights into both the content and the practice of their research. During the Course, students will work in pairs on an empirical case study about a controversial technology. A broad range of disciplinary perspectives is drawn upon: History of science and technology provides case studies of controversies that offer insight in the complicated relations between science, technology and society. Sociology of science and technology provides analyses of the practices of scientists and engineers, and of all the work that is needed to make scientific findings relevant to politics. Philosophy of technology provides tools and concepts to evaluate developments in modern science and technology. Does science offer a solid and objective base for decision making? Or does it introduce a mechanical rationality into politics that shuns a substantive debate on central aims and values? Does technology produce monsters that threaten civilization? Or does it offer solutions for daunting problems of health, poverty, and global security (as was the hope of Victor Frankenstein)? The ambivalence in the images of science and technology is amplified into ambivalence in the normative evaluation of science and technology, and into further ambivalence about the relation of politics to science and technology.

Goals
- Introduction to the field of Science Technology and Society Studies - Insight in the role of science and technology in modern democracies - Understanding the precautionary principle - Practicing research and presentation skills

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
PBL
Presentation(s)

Assessment methods
Final paper
Presentation

Key words
Technological culture, democratization, science technology society studies, precaution, scientific expertise,
The Design of Man

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 5   Startdate: 04-Apr-16   Enddate: 27-May-16

Code
ACU2011

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
H. Oosterhuis

Description
Are people like machines, something that can be assembled? What only recently seemed inconceivable is apparently becoming reality these days. Bio-technologists have taken first steps towards producing life outside the bounds of ‘natural’ reproduction. Techniques such as artificial insemination, in-vitro fertilisation and embryo transplantation look like a piece of cake compared to what biomedical engineers hold in store for us: living tissues created in test tubes, organs produced in the laboratory, gene therapy to prevent illness and, the ultimate feat, the ability to clone people. The ideal of designing man is age old: its foundation was laid in Enlightenment. Freed from divine providence and tradition, man would obtain the chance to define his fate by being able, thanks to scientific insight, to shape his very nature according to his will - an ideal that would flourish in the nineteenth and twentieth centuries. In this course the ideal of planned design (but also its limitations) is the starting-point for studying the history and current developments of life sciences and humanities. The question of the design of body, mind and behaviour will be investigated in the context of several fundamental controversies in the nineteenth and twentieth-century history of the life sciences and the human sciences. Design also offers an approach to investigate the social role of these sciences. The growth of scientific knowledge about man cannot be seen without taking account of the increasing regulation of human life in modern society. How are we to assess this development? Is this a matter of ‘discipline’ forced on people? Or does modern man have a strong need for scientific knowledge to give direction and shape to his life, partly because that knowledge crucially increases his options? This course alternates with the course Frankenstein’s hope; problems of demarcation and democracy in technological culture (offered in 2014/15).

Goals
Understanding the nineteenth- and twentieth-century history of the life and human sciences in the context of modern society.
**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**
PBL
Skills
Training(s)
Paper(s)

**Assessment methods**
Final paper

**Key words**
Biomedical and human sciences, social design, modernisation,
Entering the Field: CKT II

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 5  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
ACU2711

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
F.G. Huisman

Description
The 3 ECTS tutorial Entering the Field Cultures of Knowledge and Technology II will acquaint students with key texts, recurring topics and research puzzles in History and theory of the human and life sciences. The tutorial complements EtF I and consists of a series of seminars based on the discussion of key texts, highlighting specific themes, debates and approaches in the history and theory of the human and life sciences. The tutorial will introduce two thesis frames, in which research themes and problems, theories and methodological approaches are presented in an integrated manner. The final exam will consist of two response papers (1.000-1.200 words each).

Goals
Introducing students to Cultures of Knowledge and Technology as a scholarly field; acquainting students with specific debates, theories and methodologies in History and theory of the human and life sciences; introducing students to two thesis frames in the specialization Cultures of Knowledge and Technology; preparing students for their third year specialization course and BA thesis.

Instruction language
EN

Prerequisites

Recommended literature
Syllabus

Teaching methods
PBL
Skills

Assessment methods
Written exam

Key words
Scholarly debates, theories, methods, thesis frames, history and theory of, human and life sciences,
Bachelor thesis specialisation CKT

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4   Startdate: 04-Apr-16   Enddate: 03-Jun-16

Code
ACU3900

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
R.P.J. Hendriks

Description
The Bachelor thesis is a major component of the CW/AC programme and invites students to conduct an in-depth analysis of topics, problems and approaches they have encountered during their studies. As the final academic project of the CW/AC Bachelor program, it enables students to materialise their individual academic profile through a concrete academic product. The Bachelor thesis has a length of 8,000-10,000 words. Preparation starts in the fourth period of the third year when students write their BA thesis proposal. Students are free in their choice of topic, provided that it relates to their CW/AC major and thesis frames, as well as to the research expertise of staff available for supervision. It is imperative that students apply the skills acquired in the courses Academic Skills I and II, Research and Writing 1 & 2 and the major tutorials in year 2 and 3.

Goals
With the Bachelor thesis the students show their ability - to use their knowledge and insights (including methodological skills) to address theoretical and practical issues in their field - to work independently - to communicate their ideas and insights in writing to the reader

Instruction language
EN

Prerequisites

Recommended literature

**Teaching methods**

**Assessment methods**

Final paper

**Key words**

Research problem statement, theory, methodology, argumentation, writing, use of, sources,
Modernity and the Arts I

Academic year 2015-16

Date last modified
12-4-2016 1:12

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
ACU2013

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
B. de Bruyn

Description
The specialization Literature, Art, Culture deals with the changing relationships between aesthetic modernity and techno-scientific modernity. This course is about art as a utopian project, i.e. the arts as a revolutionary vanguard which aspires towards the revolutionization of society through aesthetic innovation. It starts with Romanticism, to focus on the twentieth-century avant-garde, and ends with the demise of the avant-garde in the fifties of the previous century, analyzing the reasons why art as a utopian project has failed in the eyes of many. Just like the accompanying skills seminar Entering the Field: Literature, Art, and Culture I, this course devotes considerable attention to the analysis of primary works of art and literature which are exemplary for the various innovatory artistic movements discussed in the course. Course and skills seminar thus take their bearings from the LAC Thesis Frame 1 (The Analysis of Aesthetic Artefacts). In addition, it includes an exercise in conceptual analysis (Thesis Frame 4), which is premised upon a concept that is central to both aesthetic and techno-scientific modernity, i.e. autonomy.

Goals
This course aims to introduce you into firmly established patterns of thought and aesthetic practices regarding the revolutionary potential of the arts in modernizing Western societies. More specifically, it introduces you into the conceptual analysis of the claims to autonomy that have shaped both aesthetic and social aspirations of modern artists and writers. Finally, the course aims to train you into the close analysis of works of art and literature, in conjunction with the skills seminar Entering the Field: Literature, Art, and Culture I.

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods

PBL
Lecture(s)
Training(s)

Assessment methods

Attendance
Participation
Final paper

Key words

Modernity and modernization, avant-garde, autonomy, originality, engagement,
Entering the Field: LAC I

Academic year 2015-16

Date last modified
19-2-2016 1:31

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
ACU2712

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
B. de Bruyn

Description
The first Entering the Field (EtFl) skills seminar will train you in close reading in the broadest sense of the term (including the analysis of visual artefacts such as paintings and films), equipping you with indispensable tools for analyzing individual aesthetic works in depth. It runs parallel to the first specialization course Modernity and the Arts I. The seminars introduce you to the basics and fundamentals of the field, its methodologies, in order to prepare you for doing research yourself. The courses are organized around well-chosen topics that enable you to deal with specific issues in greater theoretical depth, and offer you training in a limited number of methodologies in a more ‘hands-on’ or ‘do-it-yourself’ fashion. This means that the approaches introduced in the skills seminar will recur in the workshops that form part of the parallel course.

Goals
This skills seminar aims to give you insight into the differences between communication through ordinary propositional language and aesthetic communication; to improve your aptitude in coming to terms with hermetic, innovatory aesthetic artefacts that do no yield their meaning at first glance, and to familiarize you with key concepts and issues relating to the interpretation of works of art and literature. In addition, it wants to impart an initial understanding of the major shifts in scholarly inquiry into the arts from a focus on the work to a focus on the institutional context of the work.

Instruction language
EN

Prerequisites

Recommended literature
Teaching methods
Lecture(s)
Skills

Assessment methods
Attendance
Participation
Take home exam

Key words
Close reading, iconography, structuralism, poststructuralism,
Doing Research in LAC

Academic year 2015-16

Date last modified
26-1-2016 1:18

Period
Period 4   Startdate: 01-Feb-16   Enddate: 01-Apr-16

Code
ACU3011

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
W.B.J. Goossens

Description
This course analyzes the arts as technologies of cultural remembrance, the current obsession with commemorating the past and recycling aesthetic forms and styles from former periods being another manifestation of the radical pluralism and eclecticism that has followed upon the demise of the avant-garde and the loss of belief in stories of progress. It recapitulates the text-oriented and institution-oriented methodologies of the first two course periods, while adding an introduction into reception-aesthetics and reception-history (thesis frame 2: practices). For processes of cultural remembrance always go hand in hand with fierce controversies about the shifting meanings of monuments, memorials and affiliated symbolic remnants of the past. After a theoretical introduction into reception-studies and memory studies, students are invited to choose one strand out of the following three options: 1. The recycling of specific aspects of aesthetic traditions in contemporary literature and art. 2. The design of monuments and memorials for public space, including the controversies they have generated. 3. Forms of aesthetic response to collective historical trauma, including the controversies accompanying attempt to represent the unrepresentable.

Goals
This course aims to familiarize students with a basic conceptual vocabulary for doing memory studies, as well as specific research techniques for inquiring into the reception side/experience side of aesthetic artefacts. Generally speaking, it trains students in designing, implementing and reporting on a small-scale research project in the field, as a preparation for the bachelor thesis.

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
PBL
Lecture(s)
Training(s)

Assessment methods
Attendance
Participation
Final paper

Key words
Memory (collective, communicative, cultural), trauma, intertextuality, representation, ritual, reception,
Vademecum thesis writing LAC

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 03-Jun-16

Code
ACU3711

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
E. Wesseling

Description
This skills seminar prepares students for writing their bachelor thesis within the field of the major Literature, Art and Culture. It assists students in the step-by-step development of a research proposal for their BA thesis. Students will work on a series of preparatory assignments and draft proposals. The work on these assignments is supported by secondary readings and lectures on research and writing skills; presentations and discussions in the tutorial group and individual meetings with the (prospective) thesis supervisor. For this, a timely matching of student and supervisor is essential. The seminar will support students in making the choices and decisions that have to be made before they can start their BA thesis. The seminar will depart from the thesis frames and methodologies introduced in the Entering the Field seminars in the second year. Students will also start compiling a bibliography and listing primary materials for their thesis project. Finally, students will be trained in providing, receiving and processing feedback on draft proposals. All this will be integrated in a final BA thesis proposal. The research and writing for the thesis proper covers period 5 and a part of the non-scheduled period. During the 5th period three inter-vision meetings are planned in which students present and discuss their work in progress.

Goals
At the end of this course students will have: - gained further insight into main thesis subjects and approaches in the field of the major Media Culture; - acquired knowledge about the key stages of research design for their BA thesis project; - learned to communicate ideas and insights that lead to a BA.

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
Assignment(s)
Lecture(s)

Assessment methods
Presentation
Assignment

Key words
Research skills, thesis frames, methodology, research design, writing, thesis, proposal,
Modernity and the Arts II

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 5  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
ACU2014

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
P.F. Peters

Description
This course takes its lead from the situation of radical cultural pluralism which emerged after the demise of the avant-garde, under the impact of globalization, migration and the postwar emancipation of various subaltern groups (women, gays, ethnic minority groups, etc. As art (history) gives up on the idea of linear development towards a single purpose, while subaltern groups claim a place in canons they were previously excluded from, the shaping impact of social institutions on art is foregrounded. From this perspective, art can no longer be defined by inherent distinctive qualities. Rather, the idea gains ground that art is conceived and experienced as such because of its embedding in specific institutional contexts. The question is how contemporary art is produced, distributed and in a cultural condition of radical pluralism, and also how it conceives of its social mission in contemporary society. This course is premised upon Thesis Frame 3 (Cultural Institutions), while catering to Thesis Frame 4 (Concepts) through conceptual analysis of the pivotal concept of art world.

Goals
This course aims to make you aware of the shaping impact of cultural institutions such as musea, publishing houses, galleries, and markets on the production, distribution and reception of works of art and literature, indeed, on the very concept of ‘art’ itself. In addition, it addresses the question of how one can conceptualize and practice socially engaged art after the demise of the avant-garde. Finally, it provides training in qualitative research methods that will enable you to study the art world.

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
PBL
Lecture(s)
Training(s)

Assessment methods
Attendance
Participation
Final paper

Key words
Art world, pluralism, engagement, canon(ization),
Entering the Field: LAC II

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 5  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
ACU2713

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
P.F. Peters

Description
The second Entering the Field (EtFII) skills seminar will introduce you into methodologies concerning the institutional contexts that shape the production, distribution and reception of works of art and literature. It runs parallel to the second specialization course Modernity and the Arts II, which will train you in specific forms of institutional analysis, most notably ethnographic approaches (interviewing, participant observation), and discourse analysis.

Goals
EtFII aims to impart insight into the shaping impact of cultural institutions on the production, distribution and reception of art and literature, and into the historicity of these institutions. It introduces students into crucial methodological concepts for coming to terms with the institutional contexts of art, i.e. ‘field’, ‘habitus’, ‘art world’, ‘site-specificity’, and ‘politics of location’.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Lecture(s)
Skills

Assessment methods
Attendance
Participation
Take home exam

**Key words**
Field, habitus, art world, site-specificity, politics of location.
Bachelor thesis specialisation LAC

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
ACU3901

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
E. Wesseling

Description
The Bachelor Thesis is a major component of the AC/CW programme and invites you to reflect upon and conduct a more indepth analysis of topics, problems and/or approaches you have encountered during your studies and the specialization phase in particular. As the final academic project of the AC/CW bachelor program it enables students to convey and materialize their individual academic profile through a concrete academic product. Unlike any other courses in the AC/CW programme it offers you the opportunity to choose your own topic and work independently. As a matter of fact, this is one of the main differences between writing a normal paper and writing a Bachelor Thesis. Another difference concerns the length of the papers 8,000-10,000 words which is substantially longer than most papers you have been writing so far, or that you will still write during the remainder of your bachelor studies. During period 4 students prepare a proposal for their Bachelor Thesis and make a choice for a supervisor. The writing of the Bachelor Thesis takes place during period 5 and your topic should be related to the specialisation and the CW/AC curriculum. You should also apply the skills acquired in the courses Research and Writing 1 & 2 and the Research Tutorial in the third year.

Goals
The students show their ability: • To systemize theoretical and practical knowledge acquired during the study and specialisation phase; • To use their knowledge and insights (incl. methodological skills); • To address theoretical and practical issues related to their specialisation; • To work independently; • To communicate their ideas and insights in writing to the reader; • Of researching, summarizing and logical reflection on the reading materials.

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
Written exam

Key words
Entering the Field: Media Culture I

Academic year 2015-16

Date last modified
11-11-2015 1:25

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
ACU2716

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.C.M. Wachelder

Description
The skills seminar Entering the Field: Media Culture I will acquaint you with classic texts, recurring topics and research puzzles in the (relatively young) field of media studies. The tutorial consists of 7 meetings. Each meeting will be based around the discussion of one key text (comprising about 70 pages), highlighting the different traditions, debates and methods that characterize the field of media studies. The tutorial will address: · different ways to define (and thus approach) media: (material/technological; institutional; medium-specific; intermedial/textual; remediation; convergence) · different disciplinary perspectives with its recurring topics/debates: · historical (technological determinism versus contextualist/appropriation; audiences versus users) · sociological (surveillance; public sphere; globalisation; institutions) · interdisciplinary (‘new’ media; convergence/democratization versus ‘connectivity’/exploitation) The final exam will be a book review (anticipated length 1500 words). The book should come from the list of books read in the tutorial and the review should describe in detail the themes and arguments of the book (in its entirety) in the context of the intellectual history of the field, and provide an assessment of the book.

Goals
Introduction to some classic texts in the young field of media culture, addressing its history, theory and concepts. The course also provides training in writing book reviews, which is a basic academic skill. However, summarizing, reviewing and assessing texts are competences which are required in many other professional activities.

Instruction language
EN

Prerequisites
Recommended literature

Teaching methods
Skills

Assessment methods

Key words
Disciplinary perspectives, theories, methodologies, concepts, history, remediation, public sphere, printing revolution, modernity, new media,
Doing Research in Media Culture

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
ACU3013

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.A. Post

Description
The course Doing Research in Media Culture with the subtitle Always already new? Theorising and Historicising Old and New Media aims at theorising and historicising the complex relationship between so called “new” and “old” media in an interdisciplinary approach. Starting from the claim that media have been - at least when it comes to their discursive construction - “always already new” (Gitelman), this module will teach students to think about the transition of our mediascape in an intermedial and longue-durée perspective. While new media theories and histories tend to analyse and interpret new media technologies based on sources that promote the rhetoric of the new and revolutionary (such as advertisements produced by the industry), this course will train students in contemporary and historical discourse analysis in order to develop a critical perspective towards such “strategies of persuasion”. This course will not give an introduction in media history, neither will it discuss the different media technologies from a historical and theoretical perspective, it will teach the students ‘how to approach and problematise the newness of new media’ from different relevant theoretical and methodological perspectives. The course is a research course build around du Gay et al’s seminal work Doing Cultural Studies. The Story of the Sony Walkman (1997, 2013) and will subsequently introduce the students in how to do research using methods such as conceptual analysis, rhetorical analysis, semiotic analysis, discourse analysis and ethnographic research. It will show that the concept of ‘newness’ comprises not one problem but many problems and that each new approach defines ‘newness’ differently and tackles another problem, and studies different primary and secondary sources. During this course the students will gradually discover that investigating cross-overs between media producers, media products and media users asks in many cases for a combination of the different methods. Often a combination of for example ethnography, semiotic analysis or discourse analysis is needed to do justice to the complexity of our contemporary media landscape.

Goals
The course will introduce students to a. Theories and histories of media change, problematising the complex intermedial relationships between old and new media in the mass media ensemble of the 19th, 20th and 21st centuries; b. Theories of media in transition, analysing the ambiguity of new media discourses and practices using concepts like ‘conservative revolution’ (Fickers), ‘convergence’ (Jenkins), ‘circuit of culture’ (Gay), ‘remediation’ (Grusin), ‘produsage’ (Bruns), ‘representation’, ‘semiotic analysis’ and ‘discourse analysis’ (du Gay, Hall, Branston), ‘(virtual)ethnography’ (Hine). c. The methodologies of conceptual analysis, rhetorical analysis, semiotic analysis, discourse analysis and ethnographic research (by focusing on both contemporary and historical sources) and concrete case studies. d. To use different research methodologies in small research projects, to read academic texts critically and to write a longer, structured academic text in preparation of the BA thesis. e. Practices of ebook publishing, writing for and constructing an ebook.

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

PBL

Skills

**Assessment methods**

Assignment

Attendance

**Key words**

New media, ethnography, semiotics, discourse analysis, media theory,, methodology, media analysis, ebook writing.,
Vademecum thesis writing Media Culture

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16   Enddate: 03-Jun-16

Code
ACU3713

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.A. Post

Description
This skills seminar prepares students for writing their bachelor thesis within the field of the major Media Culture. It assists students in the step-by-step development of a research proposal for their BA thesis. Students will work on a series of preparatory assignments and draft proposals. The work on these assignments is supported by secondary readings and lectures on research and writing skills; presentations and discussions in the tutorial group and individual meetings with the (prospective) thesis supervisor. For this, a timely matching of student and supervisor is essential. The seminar will support students in making the choices and decisions that have to be made before they can start their BA thesis. The seminar will depart from the thesis frames and methodologies introduced in the Entering the Field seminars in the second year. Students will also start compiling a bibliography and listing primary materials for their thesis project. Finally, students will be trained in providing, receiving and processing feedback on draft proposals. All this will be integrated in a final BA thesis proposal. The research and writing for the thesis proper covers period 5 and a part of the non-scheduled period. During the 5th period three inter-vision meetings are planned in which students present and discuss their work in progress.

Goals
At the end of this course students will have: · gained further insight into main thesis subjects and approaches in the field of the major Media Culture; · acquired knowledge about the key stages of research design for their BA thesis project; · learned to communicate ideas and insights that lead to a BA.

Instruction language
EN
**Prerequisites**

**Recommended literature**

**Teaching methods**
Assignment(s)
Lecture(s)

**Assessment methods**
Presentation
Assignment

**Key words**
Research skills, thesis frames, methodology, research design, writing, thesis, proposal,
Observing and representing: History of t

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 02-Feb-16  Enddate: 02-Apr-16

Code
ACU2008

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.C.M. Wachelder

Description
Observing and representing are fundamental activities, in a twofold way. Many a course on epistemology is dedicated exactly to this lofty theme. But observing and representing are also very basic and daily practices. Given this naturalness, observation and representation seem deceptively simple. This course opens up the obvious, not by addressing epistemological questions, but by studying observing and representing in daily practices, from a historical, anthropological and media point of view. Traditionally philosophers considered sight the privileged sense. In this course the other senses are given as much attention, tying in with the increased attention for hearing, smell, touch and taste in contemporary humanities, arts and aesthetics, and marketing. The course addresses the multi-sensuous character of daily life and provides methods how to analyse the character and relative importance of the different senses. Historical, anthropological and ethnographic methodologies are put forward to study the senses in daily practice. Of course, the availability and introduction of new media to register and communicate sense experiences is an integral part of the course. The exam requires focusing on a concrete case, employing historical and ethnographic methodologies.

Goals
Introduction to media culture; confrontation with the complexity and diversity of sensory observation; reflection on the senses, in a historical, anthropological as well as systematic perspective; study of how media record, and its producers and users, represent and transform sensory experiences; training in historical (discourse) analysis and ethnographic research.

Instruction language
EN
Prerequisites
Recommended literature
Teaching methods
PBL

Assessment methods
Final paper

Key words
Senses, sight, hearing, smell, touch, taste, history, discourse analysis., anthropology, sensory ethnography, embodied experience, arts, aesthetics, sound, studies, recording technologies, new media users.,
Logo & Imago: Identity in Media Culture

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 5  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
ACU2009

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A.S. Richterich

Description
‘Logo’ and ‘imago’ have always been crucial concepts in marketing and advertising theories, but they are also subject to fierce debates in the cultural, political and social sciences. During the course, students will discuss theories and critical perspectives on marketing and branding in our contemporary consumer society. The course is subdivided into four workshop themes which address topics such as cultural branding, persuasion, audio-visual advertising and viral media. The first workshop introduces the general topic of the course: concepts such as logo, sign, icon, symbol and branding will be discussed. In order to provide an initial (methodological) framework, students will be introduced to semiotics. A second workshop aims at historicising the emergence and development of advertising in order to contextualise the economic, cultural and ideological relevance of logos in society. The concept of discourse and the method of discourse analysis will be discussed. The last two workshops focus on television and viral marketing. These fields will allow students to study the cultural, societal, political or aesthetical aspects of transitions in (digital) branding and advertising. Throughout the course, students will maintain a weblog in order to post assignments which will be discussed in class.

Goals
Students will be introduced to: theories related to advertisement, strategic communication and (cultural) branding; semiotics and discourse analysis; maintaining a weblog. For the course assignments, they will have to write critical analyses of recent and historic examples and developments in the field of advertising and branding.

Instruction language
EN

Prerequisites
**Recommended literature**

**Teaching methods**
Lecture(s)
Skills
Training(s)
PBL

**Assessment methods**
Written exam

**Key words**
Cultural branding, globalisation, advertising, persuasion, marketing, semiotics, modernisation, TV commercials, mass consumption, public/personal, identity, online writing, weblog,
Entering the Field: Media Culture II

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 5  Startdate: 04-Apr-16   Enddate: 03-Jun-16

Code
ACU2717

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A.S. Richterich

Description
The course “Entering the Field II” will support students in understanding research approaches in the field of Media Culture. The course ‘Entering the Field II: Media Culture’ will consist of tutorials and lectures devoted to the specialisation’s thesis frames and relevant methodologies. It will support students in understanding research approaches in the field of Media Culture. After having completed ‘Entering the Field I: Media Culture’, students will be familiar with topics, theories and methodologies relevant to this field; e.g. remediation, Habermas’ theory of the public sphere, different conceptualisations of (mediated) communication/interaction, and new media in between connectedness and connectivity. Subsequently, ‘Entering the Field II’ introduces students to: (1) methods and tools used for research in the field of Media Culture and (2) the types of research that can be done within Media Culture. The students will be introduced to the thesis frames which will be exemplified through lectures by FASoS staff members. These lectures will help them to understand the connection between theory, method and research. More specifically, during the seminars they will discuss how semiotics, discourse analysis and (virtual) ethnography may be applied as methods in Media Culture. The thesis frames will support students in researching issues or practices related to the media culture fields of industry/producers and users, industry/producers and media texts, and media texts and users. The thesis frames explain that in today’s digital societies, we often deal with crossovers and interconnections between those fields as well as the blurring boundaries between media producers, media products and users. They aim at guiding students in narrowing down their thesis subjects (in line with the academic expertise available within FASoS), hence ensuring that they are ready to start developing ideas for their BA thesis and undertaking individual research. These seminars are also used as opportunity to introduce students to faculty members who can potentially serve as thesis supervisors.

Goals
After completing the course, students should be able to recognise and understand what kind of research (methods,
theories, results) is done within the field of Media Culture; they should understand how relevant methods in the Media Culture specialisation like semiotics, discourse analysis and (virtual) ethnography may be applied; and they should be familiar with the thesis frames.

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

Lecture(s)

**Assessment methods**

Final paper

**Key words**
Bachelor thesis specialisation MC

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
ACU3903

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.A. Post

Description
The Bachelor thesis is a major (concluding) component of the CW/AC programme and invites you to conduct an in-depth analysis of topics, problems and approaches you have encountered during your studies. As the final academic project of the CW/AC Bachelor program, it enables students to materialise their individual academic profile through a concrete academic product. The Bachelor thesis has a length of 8,000-10,000 words. The writing of the Bachelor thesis starts in the fourth period of the third year. You are free in your choice of topic, provided that it relates to the CW/AC major of your choice and the thesis frames, and to the research expertise of staff available for supervision. It is imperative that you apply the skills acquired in the courses Academic Skills, Research and Writing 1 & 2 and the major tutorials.

Goals
With the Bachelor thesis the students show their ability - to use their knowledge and insights (including methodological skills) to address theoretical and practical issues in their field - to work independently - to communicate their ideas and insights in writing to the reader

Instruction language
EN

Prerequisites

Recommended literature

**Teaching methods**

**Assessment methods**

Final paper

**Key words**

Problem statement, research, theory, methodology, argumentation, organisation, style, writing, use of sources and (empirical), data, originality,
The European State

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
ACU2006

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
P.A.J. Calje

Description
In previous centuries, the formal organisation of politics in Europe was arranged through the state. In the course of the centuries, the state has developed into a unique concentration of power which has taken on a large number of responsibilities. As a power state, the European state functioned in a system of competing states and had to provide external security. As a constitutional state, it had to provide internal stability and security. In fulfilling these responsibilities, the state also made attempts at regulating economic and social life. Partly under pressure from changing economic circumstances, new types of states developed: the mercantilist state, the market-oriented liberal state and the welfare state. Towards the end of the eighteenth century, the state organised itself as nation-state, embodying the nation as a whole. In this context, it also developed into the democratic state. Today, the democratic welfare and nation-state has come under great pressure. All kinds of developments in our culture indicate that the state we know so well is in the middle of a transformation process, again. To understand the role of politics in our contemporary culture, it is necessary to have insight in the origin and function of this state. The aim of this course is to provide this framework based on historical and political science literature.

Goals
Through an historical understanding of the development of state, nation and democracy in Europe since the late Middle Ages to acquire a basic knowledge and understanding of contemporary challenges and problems in our present-day society.

Instruction language
EN
Prerequisites
None

Recommended literature

Teaching methods
PBL

Assessment methods
Written exam

Key words
European political history: the rise of state, nation, and democracy from the, late Middle Ages to the Present.
Entering the Field: Political Culture I

Academic year 2015-16

Date last modified
13-1-2016 1:25

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
ACU2714

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
P. Del Hierro

Description
Reading Mark Mazower’s seminal The Dark Continent: Europe’s Twentieth Century” will provide students with insights into the core problems of contemporary European history. War and peace, welfare and warfare, the role of ideologies and of gender roles are among the many topics that the book covers. By moving beyond a focus of one specific national history, Mazower’s work offers of one of the most sweeping and encompassing analyses of the 20th in Europe, and challenges more classic and triumphalist accounts. Reading one book from cover to cover, we will also discuss the kind of interpretation and narrative that Mazower offers. Was the triumph of liberal democracy always preordained? What were its alternatives, and how powerful were they? And how do you write about all this in a book that should remain assessable?

Goals
The class provides an overview of Europe’s political history during the 20th century. Moreover, we will analyze forms of historical narration and the contribution of history to academic education. As an introduction into modern and contemporary political history, EtFl establishes a clear link with two thesis frames of Political Culture: The Politics of History (2) and The Politics of Identity (3).

Instruction language
EN

Prerequisites
None
Recommended literature

Teaching methods
PBL

Assessment methods
Written exam
Presentation

Key words
History, Europe, 20th century, democracy and dictatorship, war and peace,
Doing Research in Political Culture

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
ACU3012

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
G.J.M. Verbeeck

Description
The content of the course is the study of 20th century totalitarianism. We will focus on the theory and scholarly debates on the nature of totalitarianism as well of on practical examples of totalitarian rule and thoughts. An historical overview of the most relevant examples (National Socialism, Fascism and Stalinism) will be followed up by an investigation into post-1945 phenomena such as political radicalism, populism and religious fundamentalism. The course will discuss whether 1945 needs to be considered a fundamental change or not. Attention will be given to the global dimension of totalitarianism linking the European experience to comparable conditions in the rest of the world. The course will finally deal with ways how contemporary societies deal with the legacies of past totalitarian experiences. Students will be trained in historical research, comparative conceptual analysis and will receive a first introduction into the study of the politics of history and memory.

Goals

Instruction language
EN

Prerequisites
None

Recommended literature

Teaching methods
PBL

**Assessment methods**
Assignment
Written exam

**Key words**
Totalitarianism and democracy, radicalism and extremism, political culture and, the politics of history and memory.
Vademecum thesis writing PC

Academic year 2015-16

**Date last modified**
28-10-2015 1:27

**Period**
Period 4  Startdate: 01-Feb-16  Enddate: 03-Jun-16

**Code**
ACU3712

**ECTS credits**
6.0

**Organisational unit**
Faculty of Arts and Social Sciences

**Coordinator**
E.P.M. Stoffers

**Description**
This tutorial is meant as preparation and a launching pad for the writing of your bachelor thesis. In addition to the supervision of a specialized scholar in the field of your study you will acquire additional training in the formal and practical aspects of the bachelor thesis. Formally, the tutorial extends across the periods 4 and 5. Most of the meetings and the majority of the workload, however, will be concentrated in period 4, as period 5 is devoted to the actual writing of the thesis. The tutorial will be concluded with an elaborated research plan and design, which will serve as the starting point for the bachelor thesis. The meetings will be devoted to various forms of training : supervision, intervision, peer reviewing and feed back.

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

**Instruction language**
EN

**Prerequisites**
None

**Recommended literature**

**Teaching methods**

**Assessment methods**
Assignment

**Key words**
Training and introduction into the writing of a bachelor thesis,
Power and Democracy

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 5  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
ACU2007

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
R.H. Gabriels

Description
The European state - the national state, the democratic state, or the welfare state - is being challenged, both by antidemocratic forces from within as well as by new forms of supranational governance. How can democracy be defined and how is it related to the fundamental question of power and authority? This course is meant as a theoretical introduction into this question and invites to a critical self-reflexion. The course also aims at an interdisciplinary understanding of politics and democracy. Finally, Western theories and notions will be contrasted with non-Western experiences of politics and democracy.

Goals
The course aims at a theoretical and philosophical (both empirical and normative) approach to fundamental questions of power and democracy.

Instruction language
EN

Prerequisites
None

Recommended literature

Teaching methods
PBL

**Assessment methods**
Written exam

**Key words**
Political theory: democracy, power, authority,
Entering the Field: Political Culture II

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 5 Startdate: 04-Apr-16 Enddate: 03-Jun-16

Code
ACU2715

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
R.H. Gabriels

Description
Is it just to feel more solidarity towards your fellow citizens than to people in other parts of the world? Do universal rights, which are valid for the whole world, exist? What are the responsibilities of powerful states or non-state actors like NGO’s? What does democracy look like in a non-territorial world? What are the arguments for and against humanitarian interventionism? Those are key problems in the international politics of today. This skills training teaches you to deal with the conceptual problems related to the essentially contested concepts like global justice and human rights, and to evaluate the political problems related to those concepts.

Goals
This seminar offers reflection on the conceptual and political problems related to the theme Global Justice and Human Rights. It also introduces two thesis frames of Political Culture: Thinking about Politics (1) and New Political Realms (4).

Instruction language
EN

Prerequisites
None

Recommended literature

Teaching methods
PBL

**Assessment methods**
Final paper
Participation
Presentation

**Key words**
Civil society, cosmopolitanism, nation-state, democracy, equality, global, justice, human rights, humanitarian intervention, liberty, relativism, sovereignty and universalism.
Bachelor thesis specialisation PC

Academic year 2015-16

Date last modified
3-2-2016 1:18

Period
Period 4 Startdate: 04-Apr-16 Enddate: 03-Jun-16

Code
ACU3902

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
P. Del Hierro

Description
The Bachelor Thesis is a major (concluding) component of the AC/CW programme and invites you to reflect upon and conduct a more indepth analysis of topics, problems and/or approaches you have encountered during your studies and the specialisation phase in particular. As the final academic project of the AC/CW bachelor programme it enables students to convey and materialize their individual academic profile through a concrete academic final work. Unlike any other courses in the AC/CW programme it offers you the opportunity to choose your own topic and work independently. As a matter of fact, this is one of the main differences between writing a normal paper and writing a Bachelor Thesis. Another difference concerns the length of the papers 8,000-10,000 words which is substantially longer than most papers you have been writing so far, or that you will still write during the remainder of your bachelor studies. During period 5 students prepare a proposal for their Bachelor Thesis and make a choice for a supervisor. The writing of the Bachelor Thesis takes place during period 5 and your topic should be related to the specialisation and the AC/CW curriculum. Students should apply the skills and introduction acquired in the Vademecum thesis writing Political Culture.

Goals
The final goal is to integrate and demonstrate the various knowledge contents and skills that have been acquired in the preparatory phase of the study in general and of the Major phase in particular.

Instruction language
EN

Prerequisites
The bachelor thesis is based on an elaborated research plan, designed in the course of the Vademecum thesis writing
Political Culture.

**Recommended literature**

**Teaching methods**

**Assessment methods**

**Key words**
World War II and Memory

Academic year 2015-16

Date last modified
22-12-2015 1:23

Period
Period 6  Startdate: 06-Jun-16  Enddate: 13-Jul-16

Code
ACU2022

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
P.A.J. Calje

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
Presentation
Final paper

Key words
Arts and Culture: Policy and Politics

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1    Startdate: 01-Sep-15    Enddate: 23-Oct-15

Code
ACU3005

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
P.E.M.R. Fleskens

Description
What is art? What is good art? What is the value of art and culture? Why and how should the government support or not support the arts: which art, whose culture? How about cultural participation? These are the main questions of this interdisciplinary course which will provide the students with knowledge and analytical tools necessary for understanding the many different answers to the questions. The course combines an introduction in relevant literature and theories (art history, cultural history, cultural economics, sociology of culture) with real life case studies. Students will do some collective field work by preparing and conducting an interview with a professional in the arts and culture sector Instruction language. The approach is international and comparative.

Goals

Instruction language
EN

Prerequisites
none

Recommended literature

Teaching methods
PBL

Assessment methods
Final paper
Participation

**Key words**
Art, culture, cultural policy,
Kunst- en cultuurbeleid

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
CWE3005

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
P.E.M.R. Fleskens

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
European Environments

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
EUS3001

ECTS credits
9.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.D. Lachmund

Description
Environmental problems such as chemical pollution, global warming, acid rain or species loss are both natural processes as well as arenas of social and political contest. This course probes the social and political dimension of the environment in a European context. What is defined as an environmental problem and by whom? How are environmental problems and their possible solutions negotiated between different groups of actors, such as environmental movements, industrial interest groups and political regulators? What is the role of scientific experts in these conflicts? Do they provide objective evidence that can solve these problems more rationally or is science itself just another site of social negotiation and conflict? How can our societies be reorganised in order to make them environmentally friendly or “sustainable”? In addressing these issues the course will not only make student familiar with one of the most developed EU policy areas. It will also shed light on the multiple relations that exist between the environment and the broader cultural and social processes that characterise our contemporary European societies as well as the process of European unification.

Goals
At the end of this course students will be: • Able to understand, reflect on, and do research on the importance of the environment as a domain of European and domestic policy and politics; • Able to understand, reflect on, and do research on understand how human-environment relations in Europe have been shaped throughout history and in different cultural contexts; • Able to understand, reflect on, and do research on environmental problems and the related political dynamics from a social-science perspective; • Acquainted with major conceptual and methodological positions within the fields of environmental history and environmental sociology; Able to critically access and contribute intellectually to practical initiatives of environmental sustainability promotion.

Instruction language
Prerequisites

Recommended literature


Teaching methods

PBL
Research

Assessment methods

Presentation
Participation
Take home exam

Key words

Environment, environmental problems and policies, history, sociology.
Museum Meanings

Academic year 2015-16

Date last modified
22-9-2015 1:21

Period

Code
ACU3004

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
M. Tali

Description
Museums are sites for expositions of art and traces of our cultural heritage. In the way collections are gathered, displayed and appreciated by the public we can analyze and explore our society’s basic values and practices. In the course Museum Meanings we study the ever changing relationship between society and its culture.

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Cultuuroverdracht in een museale context

Academic year 2015-16

Date last modified
22-9-2015 1:21

Period

Code
CWE3004

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
P.E.M.R. Fleskens

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
One World. Europe and the non-European

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
EUS3000

ECTS credits
9.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A. Labrie

Description
World history is closely related to ‘globalisation’. World history traces the historical origins and development of this phenomenon. Contacts between civilisations are as old as humanity itself; people, ideas, technology and diseases have always travelled. World history forces Europe to look at itself anew and to face the fact that, for a very long time, it has only played a very marginal role in the story of human civilisation. Precisely because Europeans have the inclination to look at their own history as if it were some kind of autonomous process, it is important to stress the close interdependency that has always existed between this continent and other parts of the world. World historians, for example, emphasise: the role of climatic and environmental factors, the importance of disease, human migration, trade, exchange of ideas and technology, and the part played by the emergence and spread of intellectual networks. Consequently, these (and other) subjects form the contents of this module.

Goals
At the end of this course, students will have: • Become familiar with theory, historiography and methodology of historical sociology, combining a macro-historical and a macro-sociological approach; • Gained insight in some of the basic patterns in the history of civilisation and in the way in which society has evolved over time; • Learned about the historical background of 'globalisation' and thus will have gained insight into the factors that have helped to shape the modern world-system; • Learned about the historical background of the current distribution of wealth and poverty amongst different parts of the world; • Gained insight into the development of the relationship between man and environment, demonstrating how environmental factors have influenced the history of civilisation and vice versa; • Learned to look at European history from an 'external' perspective, i.e. as part of a wider pattern of natural factors as well as economic and cultural exchanges that have always encompassed larger parts of the world or -from the 16th century-the globe as a whole.
**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

PBL

**Assessment methods**

Written exam

**Key words**

World history; theory, historiography and methodology of historical, sociology.
Virtual ethnography

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
EUS3501

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A.S. Richterich

Description
A key objective of the “Virtual Ethnography” skills training is to provide a setting in which students can and will experience that 1) doing research does not imply taking methodology from the shelves, and 2) that methods do not speak for themselves. The development of a research strategy involves interpreting, moulding, extending, combining or even transforming existing methods and tools. This is true for well-established research methodologies, but it is especially evident in the case of a new research methodology. This skills training is therefore organised around such a new research approach, i.e. virtual ethnography. The aim of the skills training is to further develop the basic research skills of students and their understanding of social science research methodology. To that end, critical reflection on their experiences in designing and doing virtual ethnography is an integral part of the assignment.

Goals
At the end of the course students: • Are able to apply a set of qualitative research methods; • Have improved their skills in research design; • Have a thorough understanding of the criteria for filed site selection; • Have improved their skills in planning research; • Are able to use ethnographic observation techniques; • Are able to collect detailed and relevant data; • Are able to execute a detailed data analysis; • Are able to work in teams; • Are able to make use of ICT in research.

Instruction language
EN

Prerequisites

Recommended literature
Please see course manual for detailed information.

Teaching methods
PBL
Work in subgroups

Assessment methods
Presentation
Final paper

Key words
Ethnography, internet, political anthropology, virtual community,
Qualitative Research Skills IIa

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EUS3500

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator

Description
In this skills-training students are familiarised with the craft of qualitative, semi-structured interviewing. An introductory lecture will focus on the methodological advantages and disadvantages of interviewing as a research method and on the practicalities of doing interviews. Students will practice the craft of interviewing, recording, transcribing and analysing data through doing interviews themselves and analysing these in small groups. The work of students is closely supervised in practice sessions and through extensive feedback by the tutors and their peers. Please note that this is an elective skills training and available places may be limited; in period 4 students choose two out of the four offered skills of 3 ECTS each.

Goals
At the end of this course, students will have gained: • An insight into methodological advantages and disadvantages of interviewing; • First hand experience in conducting and analysing interviews, based on data gathered by the students themselves; • An understanding of how to use qualitative interviewing as a social science research method.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL
Assessment methods
Written exam

Key words
Qualitative interviewing, methodology, analysis,
Arts and Culture: Policy and Politics

Academic year 2015-16

**Date last modified**
28-10-2015 1:27

**Period**
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

**Code**
ACU3005

**ECTS credits**
12.0

**Organisational unit**
Faculty of Arts and Social Sciences

**Coordinator**
P.E.M.R. Fleskens

**Description**
What is art? What is good art? What is the value of art and culture? Why and how should the government support or not support the arts: which art, whose culture? How about cultural participation? These are the main questions of this interdisciplinary course which will provide the students with knowledge and analytical tools necessary for understanding the many different answers to the questions. The course combines an introduction in relevant literature and theories (art history, cultural history, cultural economics, sociology of culture) with real life case studies. Students will do some collective field work by preparing and conducting an interview with a professional in the arts and culture sector Instruction language. The approach is international and comparative.

**Goals**

**Instruction language**
EN

**Prerequisites**
none

**Recommended literature**

**Teaching methods**
PBL

**Assessment methods**
Final paper
Participation

Key words
Art, culture, cultural policy,
Museum Meanings

Academic year 2015-16

Date last modified
22-9-2015 1:21

Period

Code
ACU3004

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
M. Tali

Description
Museums are sites for expositions of art and traces of our cultural heritage. In the way collections are gathered, displayed and appreciated by the public we can analyze and explore our society's basic values and practices. In the course Museum Meanings we study the ever changing relationship between society and its culture.

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Paper Minor Arts and Heritage

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
ACU3904

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.J. de Jong

Description

Goals

Instruction language
EN

Prerequisites
course ACU3005 and/or course ACU3004

Recommended literature
none

Teaching methods
Paper(s)

Assessment methods
Assignment

Key words
Arts, culture, heritage,
Kunst- en cultuurbeleid

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
CWE3005

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
P.E.M.R. Fleskens

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Cultuuroverdracht in een museale context

Academic year 2015-16

Date last modified
22-9-2015 1:21

Period

Code
CWE3004

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
P.E.M.R. Fleskens

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Paper Minor Kunst, Cultuur en Musea

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CWE3904

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.J. de Jong

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Globalisation and Inequality

Academic year 2015-16

**Date last modified**
28-10-2015 1:27

**Period**
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

**Code**
MGD3000

**ECTS credits**
12.0

**Organisational unit**
Faculty of Arts and Social Sciences

**Coordinator**
W.W. Nauta

**Description**
This course critically focuses on structural issues of development on a global scale. Globalisation refers to the increasing interdependence of markets, states and civil societies and the resulting effects on people and their environment. By also focusing on inequality, the structural differentiation among actors in terms of access to means, opportunities and resources, issues of (re-)distribution are taken into account as well. The course investigates inequalities and interdependencies on a global, international, national and local level, while considering the role of public, private and civil society actors. Thus, it aims to understand the underlying development processes and unlock the ongoing debates. The course focuses on the following themes: globalisation and development: the Millennium Development goals; a history of inequality; the agencies of development; democratization, human rights and development; health and development; global migration and remittances; and food security, natural resources, land grabbing and global crises.

**Goals**
Students understand contemporary development challenges in the context of power struggles, processes of globalization and issues of inequality. Students are able to understand underlying development processes and unlock ongoing debates regarding inequality and poverty on various levels.

**Instruction language**
EN

**Prerequisites**

**Recommended literature**
Textbook (TBA), (+ several academic articles, book chapters, policy papers and websites)
Teaching methods
Lecture(s)
PBL
Skills
Work in subgroups
Presentation(s)

Assessment methods
Assignment
Participation
Written exam

Key words
Globalisation, development, the Millennium Development Goals (MDGs), colonialism, inequality, the agencies of development, democratisation, human, rights, public health, HIV/AIDS, NGOs, migration, remittances, food security, natural resources, land grabbing and global crises, BRICS, G20,
Urban Development & Poverty

Academic year 2015-16

**Date last modified**
28-10-2015 1:27

**Period**

**Code**
MGD3001

**ECTS credits**
12.0

**Organisational unit**
Faculty of Arts and Social Sciences

**Coordinator**
B. Pasveer

**Description**
Since 2008 more than half of the world population lives in urban areas, according to the United Nations Populations Fund. Of particular concern is the fact that over a billion people now live in informal settlements or slums, where poverty and precarity are highly concentrated. Nevertheless, people continue to migrate to cities, and mainly informal settlements continue to accommodate them. Despite their proneness to disaster, disease, violence and cultural tensions, they also appear to be focal points of vitality, opportunity and new initiatives. Modern urban growth and development have been inexorably entwined with the globalization of the economy and the agro-industrial industries. But who are the winners and the losers in these processes of global change? As the world is experiencing a series of interlocked crises - the financial crisis, the food crisis, the population crisis, the climate crisis, the energy crisis - this course aims to examine the way in which these crises impact urban regions. In some ways the city, as an urban space, can be conceptualized as a contested site, where various social actors pursue their agendas and enact their identities. This course investigates how cities and its citizens, and in particular the urban poor, and affect these developments, and what novel initiatives and perspectives with regards to urban growth are emerging.

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

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**

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

**Assessment methods**

Assignment
Participation
Written exam

**Key words**

Development, Poverty, Urbanization, Megacities, Slums, Ecology, Space, Identity,
Globalisation Seminar & Symposium

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
MGD3002

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
R.K. Haagsman

Description
This course focuses on a subject related to Globalisation and Development that is the theme of the concluding symposium. This year's theme 'migration' is connected with both preceding courses as it has a global and structural dimension as well as cultural, local and personal features. Moreover, it has a present-day importance and is suitable for a more abstract and theoretical, as well as an empirical and/or historical approach. Students will work on a paper and discuss work in progress with fellow students and tutors. At the concluding symposium (for which all-day participation is mandatory) students and a keynote speaker will present their paper.

Goals
Writing and presenting an academic paper on globalization and development issues.

Instruction language
EN

Prerequisites
Registration for this course is only possible when course A (MGD3000: Globalisation and Inequality) and course B (MGD3002: Urban Development and Poverty in the 21st Century) of the minor Globalisation and Development, is completed.

Recommended literature
Teaching methods
Lecture(s)

Assessment methods
Participation
Final paper
Presentation

Key words
Migration, academic writing, symposium,
The Making of Crucial Differences

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
MCD3000

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
U.G.S.I. Brunotte

Description
The Making of Crucial Differences offers a historical inquiry into the development of cultural ‘differences’ marked through categories like gender, race, class, religion, and sexuality from early Enlightenment until the beginning 20th century. Through 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, hetero- and homosexual, upper, middle and lower class and how these ‘differences’ became social inequalities. The course follows Foucault’s discourse theoretical approach and asks how these ‘differences’ were conceptualized and sometimes newly invented in (medical) science, philosophy and Orientalist-colonial discourse. Adorno- Horkheimer’s dictum of a Dialectic of Enlightenment is taken as a meaningful starting point: The aim of modern age was to “liberate human beings from fear and install them as masters of nature”. Enlightenment promised liberty, democracy and equality yet at the same time it has built the crucial forms of in- and exclusion which structure society and individual identities until the present day. The failure and paradoxes of the promises of modern “progress” are questioned in the course. Students will get a first introduction into classical theories of gender, Orientalist- and post-colonial studies and critical (discourse-) theory.

Goals
To acquaint students with cultural constructions and historical configurations and of ‘race’, class, gender and sexuality starting with the Enlightenment and ending with the catastrophe of the Holocaust; including colonialism and slavery, war and identity narratives, discourses of exclusion. • To introduce students to critical theories, like discourse analysis and the history of knowledge (Foucault), postcolonial and gender/sexuality studies and studies of Orientalism. • To acquaint students with the way these categories of difference were conceptualized and intersect, and how they have structured cultural scripts and practices, stereotypes, individual identities, and European history in the long 19ths century. • To
acquaint students with the way in which such intersecting categories of difference have constituted (and still constitute) inequalities and differences of power, resulting in invisibility, restricted access to sources etc.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL
Presentation(s)

Assessment methods
Presentation
Written exam

Key words
Dialectic of Enlightenment, Gender, Orientalism, Hegemonic Masculinity.,
Crucial Differences in the 21st Century

Academic year 2015-16

**Date last modified**
1-3-2016 1:20

**Period**

**Code**
MCD3001

**ECTS credits**
12.0

**Organisational unit**
Faculty of Arts and Social Sciences

**Coordinator**
L.B.N. van den Hengel

**Description**
This course addresses contemporary configurations of gender, sexuality, race, ethnicity, and class, and the way in which these 'crucial differences' function on social, cultural, and subjective levels in the late twentieth and early twenty-first century. Through a critical inquiry into topical cases as well as major texts within contemporary gender and diversity studies, the course traces the multiple ways in which identity and difference, inclusion and exclusion, equality and inequality are produced and reproduced in ongoing flows of negotiation and transformation. From the headscarf debates in France to queer theory, and from critical whiteness studies to the politics of sexual nationalism, the course traces the complex interaction between gender, sexuality, race/ethnicity and class in the contemporary world.

**Goals**
The main objectives of this course are: • To acquaint students with contemporary configurations of gender, sexuality, race/ethnicity, and class, and the way in which these 'crucial differences' structure contemporary cultural texts and images, as well as social and individual identities and institutions. • To familiarize students with topical debates, themes and theories in contemporary gender and diversity studies. • To teach students how multiple identities and experiences of difference and inequality interact, by familiarizing them with intersectional approaches to gender, sexuality, race/ethnicity and class. • To provide students with the analytical skills to examine the dynamics of the production and reproduction of identity and difference, inclusion and exclusion, equality and inequality.

**Instruction language**
EN

**Prerequisites**
Recommended literature

Teaching methods
PBL

Assessment methods
Presentation
Take home exam
Final paper

Key words
Gender and diversity studies; Intersectionality; Identity politics; Queer, theory; Difference and inequality,
Crucial Different Lives

Academic year 2015-16

**Date last modified**
28-10-2015 1:27

**Period**
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

**Code**
MCD3002

**ECTS credits**
6.0

**Organisational unit**
Faculty of Arts and Social Sciences

**Coordinator**
U.G.S.I. Brunotte

**Description**
“Crucially Different Lives, Narrated (Auto-) biographies” is designed to explore life stories/histories and auto/biographical writing in relation to the construction of differences we studied in Course A and B. It provides the opportunity to mobilize the insights you have gained during the previous two courses, by making use of them in analyzing texts that document the crucially different life of a person you have chosen. How do the discussions that you came across in these courses inform the lives of men and women from all walks of life? In what ways are crucial differences that we have discussed lived, remembered, and written/narrated by so-called ‘authors of the self’? What exactly is the connection between autobiography and contemporary theorizing about the subject and the so called “death of the subject”? How can differences be read, interpreted, and written by the authors of an-other’s life? How are they narrated and acted in narrations and performances of the self?

**Goals**
This course aims to come closer to understanding differences through shifting the level of analysis to that of the individual self. It will start on the premise that the differences we have studied so far are not only constructed (in text and narration), but also experienced and lived, or better, that the social scripts, gender norms and stereotypes of ‘Otherness’ are also performed and embodied. All effects of subjectivity are ‘using’ the subject’s corporeality as a medium and a framework. Rather than looking at constructions and performances of crucially different lives as separate ends, we will learn they exist in a continuum. Auto/biographical accounts – whether they are written, visualized or narrated– offer the possibility to investigate how the two approaches are interwoven into auto/biographical texts. The course will provide you with skills of reading and interpreting auto/biographies as well as with some of the interview skills of the biographical method. The course aims to assist you in analyzing the ways in which the categories of gender, ‘race’, class, and sexuality interact with one another in the formation of subjectivity, differences and ‘different’ selves.


**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**
PBL

**Assessment methods**
Presentation
Written exam

**Key words**
(Auto-)Biography, Interview, Lifewriting, Gender and Intersectionality,
Arts and Culture: Policy and Politics

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
ACU3005

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
P.E.M.R. Fleskens

Description
What is art? What is good art? What is the value of art and culture? Why and how should the government support or not support the arts: which art, whose culture? How about cultural participation? These are the main questions of this interdisciplinary course which will provide the students with knowledge and analytical tools necessary for understanding the many different answers to the questions. The course combines an introduction in relevant literature and theories (art history, cultural history, cultural economics, sociology of culture) with real life case studies. Students will do some collective field work by preparing and conducting an interview with a professional in the arts and culture sector

Instruction language
EN

Goals

Prerequisites
none

Recommended literature

Teaching methods
PBL

Assessment methods
Final paper
Participation

**Key words**

Art, culture, cultural policy,
Museum Meanings
Academic year 2015-16

Date last modified
22-9-2015 1:21

Period

Code
ACU3004

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
M. Tali

Description
Museums are sites for expositions of art and traces of our cultural heritage. In the way collections are gathered, displayed and appreciated by the public we can analyze and explore our society's basic values and practices. In the course Museum Meanings we study the ever changing relationship between society and its culture.

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Paper Minor Arts and Heritage

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
ACU3904

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.J. de Jong

Description

Goals

Instruction language
EN

Prerequisites
course ACU3005 and/or course ACU3004

Recommended literature
none

Teaching methods
Paper(s)

Assessment methods
Assignment

Key words
Arts, culture, heritage,
Private International Law

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
PRI3018

ECTS credits
4.0

Organisational unit
Faculty of Law

Coordinator
P.M. Kruiniger - van Maanen

Description
Private International Law (PIL) provides a set of legal rules where one or more of the parties, facts or circumstances related to a legal dispute are connected with more than one legal system. Private International Law in particular provides: 1. legal rules which establish when a national court has international jurisdiction in any case involving an international element; 2. legal rules which determine the applicable law in cases involving international elements heard before a national court; and 3. legal rules on recognition and enforcement of foreign court judgments in another country. Since each country has its own Private International Law rules, Private International Law originally is domestic law. Other influential sources of PIL are international treaties and, more increasingly, EU-regulations. Private International Law has become even more significant as a result of increasing integration within the European Union and because of globalization (of trade and free movement). This course in particular focuses on the European perspective of Private International Law. Hence it includes: 1. an examination of the general structure, main doctrines, principles and topics (family law, goods, contractual/non-contractual obligations) of PIL from the EU-perspective; 2. an introduction to the most important EU-regulations and international treaties on Private International Law such as the Regulation 593/2008 on the law applicable to contractual obligations, Regulation 864/2007 on the law applicable to non-contractual obligations, Regulation 2201/2003 on jurisdiction and the recognition and enforcement of judgments in matrimonial matters and the matters of parental responsibility and Regulation 4/2009 on jurisdiction, applicable law, recognition and enforcement of decisions and co-operation in matters relating to maintenance obligations. 3. an overview of the historical development of Private International Law. Attention will also be paid to current Private International Law codifications in several EU-member states as illustration of PIL’s originally domestic character. For the purposes of this course Private International Law is understood in a broad sense, thus including the conflict of laws and the law of international civil procedure.
**Goals**
The general aim of the course is to provide students with an understanding of the problems inherent in legal situations involving (a) crossborder element(s) in Europe. The students will gain knowledge of the basic principles and legal rules of Private International Law from the European perspective as well as of its historical developments.

**Instruction language**
EN

**Prerequisites**
Basic knowledge of law in general.

**Recommended literature**
- The coursebook can be ordered through POD. - The mandatory textbook for this course is the latest edition of M. Bogdan, Concise introduction to EU Private International Law, Groningen: Europa Law Publishing. - The use of the latest edition of ‘Selected National, European and International Provisions from Public and Private Law, the Maastricht Collection’ by Nicole Kornet & S. Hardt (eds.), Groningen: Europa Law Publishing, is recommended for those students who are already in possession of the book and/or participate in other ELS-courses. For other students such as non-ELS-students another option is: Prof. dr. K. Boele - Woelki (ed.), Ars Aequi wetseditie European Private International Law 2015-2017, Nijmegen: Ars Aequi Libri (latest edition; ISBN: 9789069165998). (See also announcement before the start of the course, all books can be ordered e.g. via studystore or the publisher;).

**Teaching methods**
Lecture(s)
PBL

**Assessment methods**
Written exam

**Key words**
(European) Private International Law,
Law and Art: The Free Movement of Cult.

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
IER3004

ECTS credits
6.0

Organisational unit
Faculty of Law

Coordinator
H.E.G.S. Schneider

Description
Law and Art - The Free Movement of Cultural Property is a course analysing the trade in artworks and cultural objects and their protection against various forms of threats from a legal perspective. Artworks speak to our imagination and either fascinate or irritate (or bore) us and in the public discourse in the media it is the uniqueness of artworks that is emphasised: their uniqueness, their representation of the artistic genius, expressions of the human condition... But artworks are also goods: material objects that can be valued in money. This dual character of artworks combining their economic value with a higher or aesthetic value is what makes artworks particularly interesting to study from a legal perspective. Another challenge for the law is the fact that the art trade (legal and illicit) is a truly international market. Since artworks are relatively easy to take across borders, stolen or looted art objects can show up all over the globe. To add to the difficulties, laws affecting the art trade differ from country to country. This is especially true for export regulations, the rules on the bona fide purchase and limitation periods. The position of the bona fide purchaser is a delicate issue. Who should be protected and for how long? Must a bona fide purchaser return a stolen painting? Which law applies if more than one jurisdiction is involved? These examples show that this course deals with many different areas of law: International and European law, Private and Private International Law, Public as well as Criminal Law. But you can easily widen the legal fields having a relation to the art market, such as for example Intellectual Property Law or Tax Law. The course will examine a broad spectrum of issues including the protection of cultural property during times of war against destruction and removal as well as their restitution; the protection of cultural property in times of peace against illegal export and the illicit trade; The European dimension of cultural policies will be addressed including the free movement of cultural property in the European Union, media policies, resale royalty legislation, state aid and the cultural sector. Additionally, the question of cultural diversity and the issue of authenticity and fakes as well as the international and European legislative developments concerning stolen, illicitly excavated, exported and looted works of art will be discussed. In the first week, there is a general introduction, in which the organisation of the course is explained and the
work on International Art Trade and the Law is commenced. As reading material we shall use Kurt Siehr, International Art Trade and the Law, Recueil des Cours 1993, Vol. 243 (to be found in the library), the book of Katja Lubina, Looted Art (electronically available on ELEUM and provided as PDF by e-mail) and different articles on ELEUM. During the course period, Maastricht will be the host of the TEFAF (13th - 22nd of March 2015), the most important international fine art fair in Europe. In the past, several art experts have come to provide a lecture during the course, and visiting the TEFAF with the newly gained insights into the art market, will be even more impressive. A special conference will be organized at the end of the TEFAF on the 22nd and 23rd of March. One does not have to be an art lover to find the course Law and Art - The Free Movement of Cultural Property an interesting choice. Compassion for art is therefore not a condition, just an extra. Even a philistine would enjoy the intriguing art law cases and legal problems. Participants will in principal be assessed on the basis of a paper in the area of art law /cultural heritage law. The paper should be written according to academic standards. The paper should include a literature list. References should be in footnote format. This course is also part of an interfaculty MINOR

**Goals**

Aim of the course is to making students aware of legal problems concerning the licit and illicit art market. Students will become familiar with various areas of law all related to art, cultural property and heritage (international and European law, Private international Law, property law, contract and tort law, tax law and regulations concerning the art market etc.

**Instruction language**

EN

**Prerequisites**

Basis knowledge of law. This project is open for students of the faculties of LAW, Arts and Culture and UCM and Erasmus students

**Recommended literature**

As reading material we shall use Kurt Siehr, International Art Trade and the Law, Recueil des Cours 1993, Vol. 243 (to be found in the library), the book of Katja Lubina, Looted Art (electronically available on ELEUM and provided as PDF by e-mail) and different articles on ELEUM.

**Teaching methods**

Lecture(s)

**Assessment methods**

Final paper

**Key words**
The Idea of Europe

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1 Startdate: 01-Sep-15 Enddate: 23-Oct-15

Code
MES3000

ECTS credits
9.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
M.J. Geary

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

Goals
At the end of this course, students will: • Have a basic overview of the development of the idea and identity of Europe, which can serve as a broad historical framework for understanding the process of European integration as it has occurred after 1945; • Be more familiar with specific characteristics of European history, notably in comparison with that of other (non-European) societies; • Have an understanding of some of the basic theoretical and methodological problems in dealing with this subject matter. Students are introduced to problems concerning the study of identity, especially the social and symbolic construction of community and identity, as well as corresponding notions of representation, invention of tradition, and ‘lieux de mémoire’. They are also made familiar - at a rudimentary level - with some of the most influential (and contested) theories in the historical study of society like Max Weber’s concept of rationality, Norbert Elias’ theory of civilisation, different views on modernisation (Sigmund Freud, Ernest Gellner, Zygmunt Bauman).

Instruction language
EN

Prerequisites
Recommended literature

Teaching methods
PBL

Assessment methods
Written exam

Key words
The idea of Europe, identity, history,
Back to the Sources

Academic year 2015-16

**Date last modified**
7-4-2016 1:13

**Period**
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

**Code**
MES3500

**ECTS credits**
3.0

**Organisational unit**
Faculty of Arts and Social Sciences

**Coordinator**
J.H. Morgenstern-Pomorski

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

**Goals**
This training stimulates a critical and methodical attitude towards sources. At the end of this training, students will be able to: • Differentiate between primary and secondary sources; • Appreciate the importance of primary sources for the study of historical phenomena; • Recognise the different characteristics and pitfalls of several types of primary sources.

**Instruction language**
EN

**Prerequisites**

**Recommended literature**
To be announced. Please see course manual.
Teaching methods
Assignment(s)
Presentation(s)
Paper(s)

Assessment methods
Assignment

Key words
Research training, source criticism, historical methods, EU integration, history.
Great Expectations

Academic year 2015-16

**Date last modified**
28-10-2015 1:27

**Period**

**Code**
MES3001

**ECTS credits**
9.0

**Organisational unit**
Faculty of Arts and Social Sciences

**Coordinator**
H. Maurer

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

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

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**
PBL
**Assessment methods**
Assignment
Written exam

**Key words**
European Union, European integration history, institutional framework, European integration theories,
Negotiation Skills

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
MES3501

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
H. Maurer

Description
This six-week training is organised around three simulation games, which allow students to improve their negotiation skills and to better understand the practicalities of decision-making processes in Brussels. The purpose of this skills training course is threefold: 1) to provide a basic introduction to the main concepts of negotiation and negotiation theories; 2) to improve students' negotiation skills; 3) to arrive at a better understanding of EU decision-making (public vs. foreign policy-making, the composition and competencies of various institutions, interaction between institutions, interactions within the Council etc.).

Goals
By the end of the course, students will: • Gain a better understanding of the decision-making in Brussels; • Gain new knowledge on the theory of negotiations; • Improve their negotiation skills in practice

Instruction language
EN

Prerequisites

Recommended literature
To be announced. Please see course manual.

Teaching methods
PBL
Assignment(s)
Assessment methods
Assignment
Participation

Key words
Negotiations, simulation games, diplomacy,
Europe: a critical reflection

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3 Startdate: 04-Jan-16 Enddate: 29-Jan-16

Code
MES3002

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
D. Stinsky

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

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

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Work in subgroups
PBL
Presentation(s)
Assessment methods
Assignment
Final paper

Key words
Reading Like a Writer

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
MCW3000

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
C. Hughes

Description
Story-telling is probably as old as language. For most of our recorded history, it has taken the form of myth and fable or drama and epic poetry. Short stories, in that context, are a fairly recent development, but their roots reach back to those older forms. What are the building blocks of a successful short story? What can we learn about writing from reading examples of the short form? This course will address these questions and perhaps raise a few more. We will read several short stories and discuss, through student presentations, how the stories are put together, what makes them work, what makes them moving and what lessons we can extract out of them to apply to our own work.

Goals

Instruction language
EN

Prerequisites

Recommended literature
You will read at least 24 short stories in this course. Many of the stories can be found online or in two anthologies on reserve in the library: Literature Craft & Voice, Nicholas Delbanco and Alan Cheuse, editors. McGraw Hill. ISBN 978-0-07310444-7 and The Art of the Short Story. Dana Gioia and R.S. Gwynn, editors. Pearson Longman ISBN 978-0-321-36363-3. I encourage you to buy at least one of the anthologies (most of the required reading can be found in The Art of the Short Story. In addition, I recommend reading as many Chekhov short stories as you can. They can be found online at http://www.ibiblio.org/eldritch/ac/jr/

Teaching methods
PBL
Lecture(s)

**Assessment methods**

Attendance
Participation
Presentation
Final paper
Assignment
Portfolio

**Key words**
Narrative Structure

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
MCW3001

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
C. Hughes

Description
Aristotle considered plot the most important element of a dramatic work, more vital than character, setting, dialogue or any of the other members of drama's supporting cast. Other writers put the emphasis on Character. After studying the main elements of fiction in "Reading like a Writer", we hone in on the story's major scaffolding: Plot, Character and Structure. How many plots are there? Do they have a common structure? And what can we learn about plot, character and structure from myth and fable? In the first half of this class, we will read, analyze and plot several myths and fables. In the last four weeks, each student will produce a contemporary short story that will be analyzed and discussed in class. In addition, each student will produce a craft analysis of a recently published novel and a final portfolio containing the results of weekly writing exercises.

Goals

Instruction language
EN

Prerequisites
Reading Like a Writer

Recommended literature
Teaching methods
PBL

Assessment methods
Attendance
Final paper
Portfolio
Presentation

Key words
Fundamentals of Poetry and Translation

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3   Startdate: 04-Jan-16   Enddate: 29-Jan-16

Code
MCW3002

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
C. Hughes

Description
In this module, students will have the opportunity to put into practice the lessons they learned in periods 1 and 2 by writing every day. They will be writing short poems and translations to be discussed and analyzed in class. In addition, they will collaborate as a group on a translation that will be introduced in the first class.

Goals
To be sensitive to tone and music, as well as sense, when translating the work of others and when approaching our own work. To establish a work ethic of daily writing and reading.

Instruction language
EN

Prerequisites
Reading Like a Writer and Your First Stories

Recommended literature

Teaching methods
PBL
Assessment methods
 Attendance
 Portfolio

Key words
Birthing new ventures

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2145

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
C.M. Do Rosário Costa

Description
"Not many will contest the societal impact of enterprising individuals and entrepreneurial ventures on our economies. Entrepreneurs may start-up new companies with the intent to challenge (and sometimes even overthrow) incumbents. In the process, they create new jobs and apply competitive pressure on established firms. Entrepreneurs supposedly have an important direct and indirect effect on driving innovation. Not surprisingly, academics have sought to unravel the entrepreneurial process. From their findings we learn that all that happens prior to a formal launch of a new venture is critical to understand the essence of entrepreneurship. For example, we know that many more people see opportunities than those that actually seek to exploit the opportunities they have discovered. In this course you will explore why and how opportunities are created and/or discovered by more or less enterprising individuals. In addition you will explore why only a few of those that see an opportunity will actually engage in efforts to further explore and exploit the opportunities that they have spotted. You will identify factors that drive entrepreneurship at the level of the individual. You will explore how personality characteristics, experience, education, and social embeddedness shape entrepreneurial journeys. You will learn that entrepreneurship is not necessarily about taking risk, since many entrepreneurs put a lot of effort in minimizing (or even outsourcing) risk prior to the launch of their venture."

Goals
"This course aims to highlight the importance of the process stages that precede the launch of an entrepreneurial venture. We learned that the developmental process that results in the birthing of new ventures has a long-lasting impact on venture survival and/or entrepreneurial growth, therefore it is important to study it. This course provides a bird’s eye view on factors and processes that lead to the launch of entrepreneurial ventures. It builds a foundational understanding of the initial stages of the entrepreneurial process that will allow you to deepen your understanding of entrepreneurship in the subsequent courses of the Entrepreneurship minor. Primary course objective: You understand the critical role of
the individual-opportunity nexus in initiating new ventures; Secondary course objectives: [1] You understand how disciplinary perspectives have enriched (and continue to enrich) the scholarly understanding of the entrepreneurial process. [2] You understand why the stages that precede the formal start-up of a new venture are so critical to understanding the outcomes of enterprising behaviour. [3] You know how personalities and cognitive characteristics shape the emergence of new ventures. 4] You understand how and why new entrepreneurial opportunities arise. [5] You are able to explain how entrepreneurs screen and select opportunities. [6] You can decide on approaches to assess and enhance the value promise of embryonic business concepts.”

Instruction language
EN

Prerequisites
"The courses of the Entrepreneurship minor (see also http://www.mc4e.nl/minor) draw on the academic entrepreneurship literature. They do NOT expect students to have already developed an understanding of the functional domains of business administration or small business management (e.g. strategy, marketing, accounting, HRM, finance, operations). We encourage students to take the two introductory courses of the minor (Birthng new ventures and Mobilising resources [EBC2145; EBC2146]) BEFORE taking the other courses in the Minor. As this minor is delivered in English, your command of the English language (speaking and writing) should be good enough to actively prepare, participate, and contribute to class."

Recommended literature
"e-Reader with papers; Set of teaching cases (costing approx. €20)."

Teaching methods
PBL
Assignment(s)
Work in subgroups

Assessment methods

Key words
Mobilising resources for entrepreneurial

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2146

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
J. Thiel

Description
"The societal impact of enterprising individuals cannot be contested. They found companies that challenge (and often replace) incumbents and they have an important role in introducing innovative products and services to new or established markets. However, entrepreneurs never operate in isolation; many entrepreneurs cofound their venture with others and establish partnerships to gather the resources necessary for launching and growing their ventures. 121105 We start the Resource mobilization course with exploring the two most essential resources for launching and growing a venture: human and financial. In so doing, you will explore how to put together an entrepreneurial team, examine team dynamics as well as how to recruit the best employees. You will review different types of financial resources available to entrepreneurs as well as how to select the best one for a specific type of venture. Based on this, you will also examine the role of business planning as part of a venture's resource mobilisation. This course will explore the concept of bootstrapping or how to get things done when you do not have the required resources. In all of the above, attention will be paid to how a venture's resource mobilisation strategy is not a static concept, but is one that changes dynamically over the lifecycle of a venture."

Goals
Whereas the "Birthng new ventures" course deepens your understanding of the pre-launch stage in the entrepreneurial process, this course aims to highlight the importance of putting entrepreneurship in context in that we go beyond the intersection of the entrepreneur and his/her opportunity. Specifically, this course aims to provide you insight into how to launch and grow a high-impact venture from a resource-based perspective. In other words, after having taken this course you should understand which resources are crucial to venture success, how to gather them, what elements to take into account when mobilizing resources as well as how you can get things done without resources.
**Instruction language**
EN

**Prerequisites**
The courses of the Entrepreneurship minor (see also http://www.mc4e.nl/minor) draw on the scholarly entrepreneurship literature. They do NOT expect that you have already developed an understanding of the functional domains of business administration or small business management (e.g. strategy, marketing, accounting, HRM, finance, operations). We encourage you to take the two introductory courses of the minor (Birthing new ventures and Mobilising resources [EBC2145; EBC2146]) BEFORE taking the other courses of the Minor. As this minor is delivered in English, your command of the English language in speech and writing should be good enough to actively prepare for, participate in, and contribute to the classes.

**Recommended literature**
- e-Reader with papers
- Set of teaching cases (sold by MC4E)
- Each student is to select and read a biography of an entrepreneurial venture/entrepreneur

**Teaching methods**
PBL
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Participation
Written exam

**Key words**
Commercialising Science & Technology

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period

Code
EBC2144

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
J. Thiel

Description
"The course Commercializing Science & Technology aims to help you understand and master core entrepreneurial challenges of turning science into products and products into businesses. In so doing, we will adopt a strongly entrepreneurial lens. That means that we will look at important technology commercialization activities through the eyes of a potential technology entrepreneur. Adopting the view of technology entrepreneurs means that market-related aspects of science commercialization move center stage. In that, one of the most important tasks entrepreneurs have to perform is to understand their full opportunity space, i.e. the range of potential opportunities and the conditions of value creation within those opportunities. Opportunity validation and development becomes the key focus, all the while paying attention to the challenges of developing the technology in parallel. If this process is mastered it can be a highly rewarding task—not only for individual inventors and their team, but also for stakeholders such as future employees, research and other value chain partners, the region, and the country. The competencies you will acquire in this course will help you prepare for your own entrepreneurial journey. They will also be extremely valuable should you choose a career in managing technology at an established firm or within a public or private research lab. In particular university labs and corporate R&D department rely increasingly on professionals that help bridging the gap between science production (conference presentations, scientific publications, and patents) and commercial value creation (revenues, funding for scientific and applied research). In both settings efforts in research and development need to be legitimized and be able to answer to which extent they will ultimately result in economic performance—a core learning goal in this course."

Goals
"Primary goal: To understand how science-based research and technological breakthroughs can be transformed into new business. Secondary goals: [1] To develop a solid theoretical understanding of the process of market opportunity
identification and evaluation in the context of new technologies. [2] To explore the frontier of current knowledge when it comes to creating value from technological inventions and managing early-stage commercialization processes. [3] To practically apply your knowledge on early stage commercialization efforts. [4] To channel back your practically acquired knowledge into theoretical conceptualizations of the entrepreneurial opportunity identification and evaluation process.”

**Instruction language**

EN

**Prerequisites**

“The courses of the Entrepreneurship minor (see also http://www.mc4e.nl/minor) draw on the scholarly entrepreneurship literature. You do NOT need to have prior knowledge in the functional domains of business administration or small business management (e.g. strategy, marketing, accounting, HRM, finance, operations). However, we strongly encourage you to take the two introductory courses of the minor (Birthing new ventures & Mobilising resources [EBC2145; EBC2146]) BEFORE taking this course. Your command of English in speech and writing needs be adequate to actively prepare for, participate in, and contribute to the classes. Also, make sure you can commit sufficient time during this block to accommodate the work load this course will bring with it.”

**Recommended literature**

"- e-Reader with papers. - Set of teaching cases (sold by MC4E for approx. € 30)"

**Teaching methods**

PBL
Lecture(s)
Assignment(s)
Paper(s)
Presentation(s)
Work in subgroups

**Assessment methods**

Attendance
Participation
Written exam

**Key words**
Social & Environmental Entrepreneurship

Date last modified
26-11-2015 1:23

Period

Code
EBC2147

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
S.M.F. Akin

Description
“Social and environmental entrepreneurship aims to combine social and/or environmental goals with financial sustainability. Social ventures such as Annie Connect or Onze Saar showcase that profit can be made while serving a social cause. Other social ventures such as the Aravind Eye Hospitals do not seek to generate profit. They want to maximize the social value that they create. Environmental ventures, such as Solar Century, Lemnis and E-Max, illustrate that profit can be made while serving an environmental cause. Other environmental ventures do deem the serving of an environmental cause as more important than generating (shareholders) profits. This course explores the special features of social and environmental entrepreneurship (creating social or environmental value) in comparison to regular entrepreneurship (creating economic value). Attention is given to the variety of issues addressed by social entrepreneurs, how traditional business concepts such as performance and finance are translated in a social and/or environmental entrepreneurship setting as well as limitations of and problems encountered in social and environmental venturing.”

Goals
“Primary goal: You understand the virtues and characteristics of social and environmental entrepreneurship Secondary goals: [1] You understand and are able to explain the subtle but sometimes substantial differences between social and traditional ventures. [2] You understand and are able to explain the challenges of pursuing opportunities in the social/environmental sphere.”

Instruction language
EN

Prerequisites
"The courses of the Entrepreneurship Minor (see also http://www.mc4e.nl/minor) draw on the scholarly entrepreneurship literature. They do NOT expect that you have already developed an understanding of the functional domains of business administration or small business management (e.g. strategy, marketing, accounting, HRM, finance, operations). We encourage you to take the two introductory courses of the minor (Birthng New Ventures and Mobilising Resources [EBC2145; EBC2146]) BEFORE taking the other courses of the Minor. As this minor is delivered in English, your command of the English language in speech and writing should be good enough to actively prepare for, participate in, and contribute to the classes”

**Recommended literature**


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

**Assessment methods**
Final paper
Written exam
Participation
Attendance

**Key words**
Creativity & Concept Development

Academic year 2015-16

Date last modified
4-12-2015 1:20

Period
Period 3  Startdate: 11-Jan-16  Enddate: 22-Jan-16

Code
EBS2144

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
W.E.J. Bodewes

Description
“Creativity plays an important role in several, maybe all, aspects of what makes organizations work and flourish. Creativity is also an essential skill for entrepreneurs to master if they want to start, build and grow a company. But on the other hand, the concept of creativity is barely understood. Is creativity a personality trait, or is it something you can learn by exercise? Is it the outcome of an individual process, or something that is greatly dependent on the environment of the creative person? If you want to build a creative company is it sufficient to hire creative people, do creative individuals make up a creative team, does the 'creative personality' exist? During this skills course we will touch upon all these important aspects of creativity. But, most of all, we will try to find ways to develop your own creativity. The starting point of the training is the fact that everyone is creative, that creativity is a skill that can be learned and trained. We will follow different paths to help you to investigate your own creativity and to find the best way to improve your creative skills. In this course you will explore how existing products and novel technologies can provide a starting point for product ideation and business concepting.”

Goals
“This skills course is focused on developing your competence at two important tasks for the launching of entrepreneurial ventures: [1] spotting opportunities, [2] developing business concepts that could be deployed to exploit discovered opportunities. Entrepreneurial opportunities are rarely discovered through systematic search, yet systematic search can play a critical role in the enhancement of embryonic ideas for new business. Creativity plays a key role in entrepreneurship as it affects opportunity recognition, ideation, and business concepting. Furthermore, entrepreneurs usually also need to be creative in mobilising resources (people, capital, equipment etc.), in starting-up Winning initial customers), and in adapting their organisation to the requirements of sustainable growth. That is why this skills course helps you to develop your creative problem solving skills. Of course, competence at creativity and concept development
could also prove valuable outside entrepreneurship. Throughout the course you will not be working in a classroom but in a true creativity lab: the ideas that you develop may have merit beyond this course.”

**Instruction language**
EN

**Prerequisites**
“The courses of the Entrepreneurship minor (see also http://www.mc4e.nl/minor) draw on the scholarly entrepreneurship literature. They do NOT expect that you have already developed an understanding of the functional domains of business administration or small business management (e.g. strategy, marketing, accounting, HRM, finance, operations). We encourage you to take the two introductory courses of the minor (Birthng new ventures and Mobilising resources [EBC2145; EBC2146]) BEFORE taking the other courses of the Minor. As this minor is delivered in English, your command of the English language in speech and writing should be good enough to actively prepare for, participate in, and contribute to the classes.”

**Recommended literature**

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

**Assessment methods**
Attendance
Final paper
Participation

**Key words**
A Nation and its Fragments: Democracy, P

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
MIN3000

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
C.C.M. Mody

Description
This course is focused on understanding democracy and globalization in a non-European society such as India. Jawaharlala Nehru, India’s first prime minister, gave a charismatic speech “try to capture the destiny” to the Indian Constituent Assembly on the eve of independence on 14 August 1947. The speech captured the essence of hundreds of years of struggle against the British Empire. But for whom and at what consequences the freedom was acquired? What is at the core of the imagination of India as a nation? What is its conception of power, social justice, solidarity and identity? What makes India into the world’s largest democracy and what threatens its internal stability? How has India’s social democratic model performed over more than half a century into the era of globalization? This course will interrogate the making and functioning of what a well-know historian called an “unnatural nation” and its political and economic consequences in the era of globalization. The course is designed in such a way that it can be followed separately. The unique feature of this course is that it will combine academic, literary, and cinematic sources to theorize Indian democracy in the historical context.

Goals
Following questions will be discussed during the course: • What does democracy mean and how does it work in a non-European location like India? • How do a thousand million private universes, without a common language, culture, ethnicity, religion or history, sum up into one nation that has functioned as a thriving democracy and economy for the last 60 years? • How does India’s economic development relate to democracy? How can we understand development and democracy in relation to each other? • In what way can we re-look at the concept of democracy by engaging with the largest, thriving non-European democracy such as India?

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
Lecture(s)
PBL
Work in subgroups

Assessment methods
Take home exam
Presentation
Assignment

Key words
Non-European modernity, India, democracy, globalisation, development,
Living with Difference: Politics of Cult

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
MIN3001

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
C.C.M. Mody

Description
This is the second course in the series of courses as part of the undergraduate minor, India in a Globalizing World. The first course, A Nation and its Fragments, provided students with a broad introduction to postcolonial Indian history. It also introduced core theoretical frames and constructs, such as modernity, postcolonialism, subaltern studies, and gender, caste, and religion. The course underlined the incredible diversity that characterizes India, and the (fragmentary) nature of the democratic experiment that has sought to manage such heterogeneity. Using Ramachandra Guha’s India after Gandhi as the core reference text, we engaged the broad sweep of post-independent Indian history, beginning with the high days of anti-colonial nationalism, the optimism of state-directed development, to the subsequent rise of sectarianism and populism in the national political culture. The course engaged Indian history through the 1980s, setting the stage for the ascendancy of neoliberal economic policies starting in the 1990s. This second course, Living with Difference: The Politics of Culture, picks up where the previous course left off. It primarily engages with post-1990s India, when the processes and effects of globalization on the ground are most readily evident. Each tutorial meeting, we investigate a different domain, asking--through a mix of case studies and conceptual analysis--what the politics of being and belonging in each of these are? What historically situated individual and collective identities are Indians fashioning for themselves under the rapidly transforming social and political transformations that we call globalization? What can these teach us about social and cultural transformations elsewhere? In these interactions, how is culture itself being remade anew?

Goals
Following questions will be discussed during the course: • What does it mean to live with difference in a continent-size nation like India without a common history, language, religion, ethnicity and culture? • How is India’s emerging middle class shaping consumer capitalism and how does this play out in shaping Indian identity? • How can we relate India’s
economic growth with cultural transformation? • How do we compare multiculturalism in India with European societies?

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

.

**Teaching methods**
Lecture(s)
PBL
Work in subgroups
Skills

**Assessment methods**
Take home exam
Presentation
Assignment

**Key words**
Non-European modernity, India, politics of culture, multiculturalism.
Nation-Building: Science, Technology and

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
MIN3002

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
C.C.M. Mody

Description
Gandhi imagined a different India, his vision of organic, self-sufficient, small scale rural communities is either irrelevant or acutely relevant in the current times of globalisation and climate change depending upon from which side of the debate one engages with Gandhi. India, however, followed the path of a distinctly Nehruvian vision of European modernity. In the imagination of this modernity science and technology have played a central role. This course will historically discuss the role of science and technology in shaping Indian modernity and modernisation as a process that was initially started during the colonial period. The course will also engage with a prominent debate in India on the relevance of modern science and technology for a socially just development. Engaging also with recent controversies on science and technology such as GMOs, Green revolution, and large dams, this course will discuss an overarching question: How should science and technology be democratised in contemporary India? The course at the same time will engage with the way in which science and technology shape modernity in a non-European context. The course is designed in such a way that it can be followed separately.

Goals
Following questions will be discussed during the course: • How could one understand a distinctly different relationship between science, technology and modernity that unfolds in India? • How do competing visions of science and technology played out in shaping development discourses and practices in India? • In what ways can we re-look the science-society relationship by engaging with a non-European modernity?

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
Lecture(s)
PBL
Work in subgroups

Assessment methods
Take home exam
Presentation
Assignment

Key words
Non-European modernity, India, democratization of science and technology, politics of knowledge,