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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.
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Apollo and Dionysus incl. Introduction

Academic year 2014-15

**Date last modified**
30-4-2015 1:20

**Period**
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

**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. In other words, the course 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,
Academic Skills, year 1

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 30-Jan-15

Code
ACU1503

ECTS credits
1.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
D.M. Cressman

Description
During the Coaching period you will keep a portfolio. This portfolio will be your starting point for the meetings with your mentor. It will also act as the base of your CV that you will built up during your programme and which you can use after your bachelor degree at interviews before you start with a master programme or a job.

Goals
During the Coaching period you will speak to your mentor, who is assigned to you, several times about the progress of your programme and the development of your knowledge, skills and interest. The goal is to get more insight in your progress and interests.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
PORTFOLIO

Key words
Entering the Humanities
Academic year 2014-15

Date last modified
30-8-2014 1:30

Period
Period 1 Startdate: 01-Sep-14 Enddate: 24-Oct-14

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,
Diagnostic Test: English Language

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 05-Sep-14

Code
ACU1505

ECTS credits
0.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
H. van Rooijen

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
**Key words**
Language skills,
Research and Writing I, part 1

Academic year 2014-15

Date last modified
1-5-2014 1:27

Period
Period 1  Startdate: 01-Sep-14  Enddate: 30-Jan-15

Code
ACU1900

ECTS credits
7.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A.S. Richterich

Description
In this first course of a series of two on Research and Writing, students will acquire the basic tools needed for collecting, analysing and presenting academic information. Students give each other feedback on their oral and written presentations, Work for the first time with the Style Sheet AC. This course starts in the first period with lectures on the theme of memory.

Goals
Students familiarise themselves with: • The most important steps in the writing process; • Making an oral presentation; • Applying the Style Sheet AC.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
Key words
Knowledge and Criticism

Academic year 2014-15

Date last modified
12-11-2014 1:16

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

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 Romantica (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 2014-15

Date last modified
30-7-2014 1:32

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

Code
ACU1500

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
T.E. Swierstra

Description
This course introduces some early modern philosophers (René Descartes, Benedicto 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&st attitel=rep

Teaching methods
WORK IN SUBGROUPS

Assessment methods
WRITTEN EXAM

Key words
Scientific revolution, enlightenment, critique, modernity,
Disenchantment and Ideology incl. Research

Date last modified
1-5-2014 1:27

Period
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

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 gave way to 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

PAPER(S)

**Assessment methods**

WRITTEN EXAM

FINAL PAPER

**Key words**

Democratisation, industrial revolution, biomedical and social science,
Debates among Historians

Academic year 2014-15

**Date last modified**
1-5-2014 1:27

**Period**
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

**Code**
ACU1501

**ECTS credits**
3.0

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

**Coordinator**
H. Oosterhuis

**Description**
Interpretation and controversy about interpretation belong to the core of the historical profession. The aim of this skills training is to gain insight into the nature of historical debates, especially their relation to political ideologies and (national) identities. Three historical debates will be studied and discussed. The first is about the nature and causes of the French Revolution. The second is about some interconnected controversies about Germany’s role in the turbulent history of the twentieth century, with its two world wars and the Third Reich. The third debate focuses on the Holocaust.

**Goals**
Understanding the nature of historical interpretation and debate.

**Instruction language**
EN

**Prerequisites**

**Recommended literature**
Several articles and chapters from various books.

**Teaching methods**
PAPER(S)
PBL

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

Academic year 2014-15

Date last modified
26-7-2014 1:32

Period
Period 5  Startdate: 07-Apr-15  Enddate: 05-Jun-15

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 2014-15

Date last modified
1-5-2014 1:27

Period
Period 5 Startdate: 07-Apr-15 Enddate: 05-Jun-15

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
Narratology. Introduction to the Theory of Narrative. Toronto: University of Toronto Press
Teaching methods
PAPER(S)
PBL

Assessment methods
PARTICIPATION
FINAL PAPER

Key words
Visual arts, literary texts, art history, literature studies, picture, analysis, narratology, style,
Network Society

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

Code
ACU2000

ECTS credits
8.5

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A.M. Hommels

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

Code
ACU2500

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A.M. Hommels

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,
Academic Skills, year 2

Academic year 2014-15

Date last modified
27-2-2015 1:18

Period
Period 1   Startdate: 01-Sep-14   Enddate: 30-Jan-15

Code
ACU2502

ECTS credits
1.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
D.M. Cressman

Description
This course is a follow up of the portfolio-coaching in the first year.

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
PORTFOLIO

Key words
Cultural Pluralism

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2   Startdate: 27-Oct-14   Enddate: 19-Dec-14

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 Interdisciplinarit

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

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
**Recommended literature**

**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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 3  Startdate: 05-Jan-15  Enddate: 30-Jan-15

Code
ACU2900

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
M. Reithler

Description
This is the last in the series of two courses on Research and Writing. The technical tools students have become acquainted with in the previous short courses, as well as the analytical and writing skills they trained then, are now to be applied to an independently written paper with a self-chosen research question.

Goals
Independently writing an academic essay on a self-chosen subject.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
WRITTEN EXAM
Key words
Brainspotting; contemporary perspectives

**Date last modified**
11-11-2014 1:16

**Period**
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

**Code**
ACU2002

**ECTS credits**
12.0

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

**Coordinator**
J. Spruyt

**Description**
This course shows how specific themes of the philosophy of mind, anthropological philosophy and neuroscience and society studies, provide an ‘arts and culture’ perspective for studying technological interventions in the human brain. Theoretical discussions (about the body-mind problem) are connected with recent debates about neurosurgical, neuro-pharmacological and other innovative interventions in the brain, the siege of the human ‘self’. The course critically reflects upon the dynamics of being human in a future that holds promise as well threat of far-reaching possibilities

**Goals**
• Introduction to contemporary perspectives on mind and body in the philosophy of mind • Insight into recent discussions about neuroscience and society • Connection of philosophical discussions to recent developments in neuroscience and Society

**Instruction language**

**Prerequisites**

**Recommended literature**

**Teaching methods**
PBL

**Assessment methods**
Terra Cognita/Biopolitics part I

Academic year 2014-15

Date last modified
1-5-2014 1:27

Period
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

Code
ACU2701

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
F.G. Huisman

Description
The tutorial Terra Cognita/Biopolitics consists of two parts. One part will be focusing on health, illness, and citizenship (i.e. on ‘Bio politics’); the other part will focus on the role of knowledge and technological design in a globalizing world (i.e. ‘Terra Cognita’). Which part will be taught when (in period 4 or period 5) depends on the profile of the parallel course. In the part on Biopolitics, students, together with their tutor, will read classical and contemporary works that reflect on the social and cultural role of the human and life sciences from a historical, anthropological, sociological or philosophical perspective. The tutorial will focus throughout on controversial issues on the border between the human, life sciences and society: about the border between cure and genetic engineering, about neuro-philosophy and neuro-ethics, the biotechnical revolutions, the nature/nurture debate in genetics, organ donation, experiments on humans, etc. In the part on Terra Cognita, students, together with their tutor, will read classical and contemporary works in the fields of historical, sociological, philosophical and anthropological studies of science and technology. The tutorial will focus throughout on controversial issues where science, technology, society and politics meet: new technologies of surveillance, health care technologies, hypermobility, urban innovation, the political role of expertise, climate change, uncertainty and environmental activism, artificial intelligence, digital identity, etc.

Goals
Students will become acquainted with a classical or contemporary discussion in the arts and social sciences focusing on health, illness, and citizenship (Biopolitics), or a classical or contemporary discussion in the field of Science, Technology and Society studies (Terra Cognita). Students will learn to report about these discussions orally and in writing.

Instruction language
EN
Prerequisites

Recommended literature
Alternating.

Teaching methods
WORK IN SUBGROUPS

Assessment methods
PRESENTATION
FINAL PAPER

Key words
Research lab Cultures of Knowledge and

Academic year 2014-15

Date last modified
1-5-2014 1:27

Period
Period 4  Startdate: 02-Feb-15  Enddate: 05-Jun-15

Code
ACU3700

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
R.P.J. Hendriks

Description
This tutorial prepares and supports the writing of the BA thesis in the major Cultures of Knowledge and Technology (CKT). During the 4th period students are working on four assignments that are concerned with: an exploration of the scholarly environment of CKT research (ers); an exploration of their own intentions and ideas for a research problem; (validity and reliability of methods of) data collection and processing; methodological and theoretical choices when it comes to the analysis of their data. The work on these assignments is supported by secondary readings on doing research. Students report about their work in group meetings tutored by CKT staff. The tutorial results in a concise research proposal for the student’s BA-thesis (the writing of which takes place in the 5th period). The 4th period will be closed with a poster presentation about the thesis plans for CKT staff and fellow students. A final (peer feedback) meeting is scheduled in the 5th period.

Goals
• Insight into theories and research methods in Cultures of Knowledge and Technology • Doing an exploratory study, applying the key stages of the research process • Writing a research proposal for BA thesis

Instruction language
EN

Prerequisites

Recommended literature
Secondary sources on research methods and theories in Cultures of Knowledge and Technology depending the choices being made in the student’s exploratory research. General information on research and writing in arts and culture: Booth,
Teaching methods
ASSIGNMENT(S)
PBL

Assessment methods
PRESENTATION
ASSIGNMENT

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

Academic year 2014-15

Date last modified
9-7-2014 1:31

Period
Period 5  Startdate: 07-Apr-15   Enddate: 05-Jun-15

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? In the first part of the course, you will study literature in ‘normal’ class sessions. Then in the second part, you will - in pairs of students - carry out a small research project into an issue of your own interest that relates to questions of democracy in our scientific-technological societies. This research project will result in a presentation. The third part of the course will be used to reflect upon the normative-philosophical aspects of your project and result in an essay. The entry point for studying science and technology in this course is the representation of science and technology: images of science and technology in literature and film; views of science and technology in politics and among citizens; and also representations that scientists and engineers themselves make of their practices, their role in society, and the artefacts and scientific knowledge they produce. A variety of sources will be used - from novels and movies to scientific articles and EU reports. An equally broad range of disciplinary perspectives is drawn upon: philosophy of science is used to address the question of what counts as scientific knowledge. Literary critique and art theory investigate the images of science and technology in the fine arts. 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, finally, provides analyses of the practices of scientists and engineers, and of all the work that is needed to make scientific findings relevant to politics. Evaluations of science and technology - by policy makers, engineers, politicians, citizens, artists and poets - shape the functioning of modern societies. 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
• Insight in the role of science and technology in modern democracies • Understanding the precautionary principle • Practicing research and presentation skill

**Instruction language**

**Prerequisites**

**Recommended literature**


**Teaching methods**

PBL

PRESENTATION(S)

**Assessment methods**

FINAL PAPER

PRESENTATION

**Key words**

Technological culture, democratization, science technology, society, precaution,
Terra Cognita/Biopolitics part II

Academic year 2014-15

Date last modified
1-5-2014 1:27

Period
Period 5  Startdate: 07-Apr-15  Enddate: 05-Jun-15

Code
ACU2700

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.L.M. Bruyninckx

Description
The tutorial Terra Cognita/Biopolitics consists of two parts. One part will be focusing on health, illness, and citizenship (i.e. ‘Biopolitics’); the other part will focus on the role of knowledge and technological design in a globalizing world (i.e. ‘Terra Cognita’). Which part will be taught when (period 4 or 5) changes depends on the best match with the profile of the parallel course. In the part on Biopolitics, students, together with their tutor, will read classical and contemporary works that reflect on the social and cultural role of the human and life sciences from a historical, anthropological, sociological or philosophical perspective. The tutorial will focus throughout on controversial issues on the border between the human, life sciences and society: about the border between cure and genetic engineering, about neuro-philosophy and neuro-ethics, the biotechnical revolutions, the nature/nurture debate in genetics, organ donation, experiments on humans, etc. In the part on Terra Cognita, students, together with their tutor, will read classical and contemporary works in the fields of historical, sociological, philosophical and anthropological studies of science and technology. The tutorial will focus throughout on controversial issues where science, technology, society and politics meet: new technologies of surveillance, health care technologies, hypermobility, urban innovation, the political role of expertise, climate change, uncertainty and environmental activism, artificial intelligence, digital identity, etc.

Goals
Students will become acquainted with a classical or contemporary discussion in the arts and social sciences focusing on health, illness, and citizenship (Biopolitics), or a classical or contemporary discussion in the field of Science, Technology and Society studies (Terra Cognita). Students will learn to report about these discussions orally and in writing.

Instruction language
EN
Prerequisites

Recommended literature
Alternating.

Teaching methods
PBL

Assessment methods
WRITTEN EXAM
PRESENTATION

Key words
Bachelor thesis specialisation CKT

Academic year 2014-15

Date last modified
1-5-2014 1:27

Period
Period 4  Startdate: 07-Apr-15  Enddate: 05-Jun-15

Code
ACU3900

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
R.P.J. Hendriks

Description
Bachelor Thesis is a major component of the CW/AC 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 CW/AC bachelor programme it enables students to convey and materialize their individual academic profile through a concrete academic product. Unlike any other courses in the CW/AC 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 systemise theoretical and practical knowledge acquired during the study and specialization phase; • to use their knowledge and insights (including 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, summarising and logical reflection on the reading materials.

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
WRITTEN EXAM

Key words
Literature, the Arts, Culture: Methods a

Academic year 2014-15

Date last modified
1-5-2014 1:27

Period
Period 4  Startdate: 02-Feb-15  Enddate: 05-Jun-15

Code
ACU3701

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
E. Wesseling

Description
The analytical study of literature, the arts and culture poses particular problems of method for all, from beginners to very experienced scholars. This seminar is devoted to methods and theories in the specialization of Literature, the Art and Culture. The course is designed around concepts which are chosen in view of developing original, interdisciplinary research projects. The conceptual premise underlying this analytical approach is that interdisciplinarity lacks the traditional disciplinary paradigms that used to provide obvious methodological tools. Concepts offer a substitute; a methodology that is flexible, yet responsible and accountable. The seminar concerns the following two questions: 1. How to read theoretical texts in view of your own specialization? 2. How to devise a topic, select a corpus, and set up a method for your BA thesis?

Goals
Due to its fundamental interdisciplinary nature, this seminar devises a specific format that explicitly addresses the methodological and theoretical ins and outs of interdisciplinarity. The intellectual engagement with theoretical texts and the ideas they develop is both necessary and often, quite problematic. In this seminar, the collective effort to deal with this issue is as important as the acquisition of knowledge. This seminar has the following objectives: • To provide training in the intercourse with samples from theoretical texts and methods from the specialization of literature, the Arts and Culture. • To open up an intellectual space where a common ground can be found without sacrificing specific and precious disciplinary knowledge. • To serve a wide variety of academic skills such as close reading of theoretical texts, discussion techniques, and presentation and chairing. • Afterward, the students are expected to be able to analyse, with the help of theoretical concepts, the various forms of contemporary arts and culture on the basis of concrete case studies.
Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
FINAL PAPER
PRESENTATION

Key words
Myth and Disenchantment

Academic year 2014-15

Date last modified
1-5-2014 1:27

Period
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

Code
ACU2004

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
M.S.J.M. Kardaun

Description
This course attempts to unveil our hidden conceptions of God. In particular it deals with the opposite of these conceptions, i.e. our ideas about what God is not, which · in an originally monotheistic system like ours · comes down to ‘evil’. We shall look at the expressions of ‘evil’ in the arts, that is to say literature, the visual arts, music, mythology, fairy tales, and films, but also consider images of ‘evil’ that we find for example in modern news media. It will become clear that our ideas about evil are still largely determined by our Judaeo-Christian background, although we may not always be aware of it. Part I of the course addresses some possibilities of how to understand the phenomenon of religion. To that end we will go into several philosophical and depth-psychological theories that have this phenomenon as their subject. The next part deals with a number of rather well-known stories from the so-called Old Testament, in chronological order. We shall consider not only the original texts and some interpretations, but also artistic expressions of these stories, some of which tend to be quite surprising. The third part of the course is about the main themes of the New Testament, provides capita selecta from the history of Christianity and focuses on the extremely rapid process of secularization the Western world finds itself in today. At the same time there are signs of an opposite movement within our civilization, namely attempts at a resacralisation of areas that were formerly non-religious. We will look into some examples of this new trend as well.

Goals
Finding out what distinguishes religion from science, philosophy, art, mythology, fairy tales, and psychotherapy. Knowledge of some of the major Judaeo-Christian characteristics of western culture in general, and the origins and history of the western conception of evil in particular.

Instruction language
Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
WRITTEN EXAM

Key words
Mythology, Judaeo-Christian, tradition, theodicy, secularization, Jung, resacralization,
Main periods in LAC: Renaissance-Romanti

Academic year 2014-15

Date last modified
9-7-2014 1:31

Period
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

Code
ACU2702

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A. Andeweg

Description
This tutorial, obligatory for students in the specialisation Literature, Art and Culture, offers an introduction into the major periods in modern Western literature and art since early modernity (16th century) up till the early 19th century. Through lectures, film viewings and group meetings, a number of art works representative for the period under study will pass in review. At the end of the tutorial you will be acquainted with the some classic works, such as Shakespeare’s Hamlet, Voltaire’s Candide and Schubert’s Winterreise, and their reiterations in the artistic production of the present. The tutorial will be continued in the fifth period as Main Periods in Literature, Art and Culture II. Both tutorials stand alone.

Goals
Introduction to the scholarly analysis of works of art and literature; reflection on the historicity of art, reflection on how art provides different models of subjectivity; overview of the major periods in modern Western literature and art, i.e. Renaissance, Enlightenment, Romanticism (period 4); Realism, Modernism, Postmodernism (period 5).

Instruction language
EN

Prerequisites

Recommended literature
Shakespeare, Hamlet Voltaire, Candide Schubert, Die Winterreise

Teaching methods
LECTURE(S)
PBL

Assessment methods
TAKE HOME EXAM

Key words
Periodization, art history, literary history, analysis of primary Works,
The Future of the Arts

Academic year 2014-15

Date last modified
25-7-2014 1:31

Period
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

Code
ACU3000

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
W.B.J. Goossens

Description
This course considers discussions of recent history, the current situation and the future of the art(s), based on concepts such as progress, pluralism, the avant-garde, postmodernism and relativism. The central idea in this course is the American philosopher Arthur Danto’s view about the so-called end of art as a result of the increased conceptual content of - in particular - the visual arts. Attention shall be paid to traditional and current philosophical theories about art, the hybrid nature of current art and the tension between art theory and studio practice. Part of the course are visits to the Bonnefanten Museum and to the studios of final year students ‘autonomous fine art’ at the Academy of Fine Arts and Design Maastricht.

Goals
To understand and be able to participate in the complex debate about the status, problems and meaning of contemporary arts. Introduction into the philosophy of art.

Instruction language
EN

Prerequisites

Recommended literature
Teaching methods

PBL

Assessment methods

FINAL PAPER

Key words

Philosophy of art, art theory, art history, contemporary art, artistic, research, studio practice, museology, postmodernism, avant-garde,
After the Apocalypse

Academic year 2014-15

Date last modified
12-11-2014 1:16

Period
Period 5  Startdate: 07-Apr-15  Enddate: 05-Jun-15

Code
ACU2005

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
H.J. Pott

Description
“I remember the twentieth century only as the most terrible century in Western history”, philosopher Isaiah Berlin wrote. This course deals with the (individual and cultural) memory of violence in the 20th century: the massive destruction during the First and Second World War, the holocaust, the atomic bombs on Hiroshima and Nagasaki, the impact of the Cold War, the fight for liberation in the colonies, the war in Vietnam. We will investigate the difference between normal memory and trauma, and examine the cultural role of art (literature, film) when dealing with extreme events. The study material consists of literature (Ernst Jünger, Albert Camus), films (among others: All quiet on the Western Front, Triumph of the Will, Hiroshima mon amour, Shoah), and philosophical texts of Martin Heidegger, Hannah Arendt, Cathy Caruth, Tsvetan Todorov and John Gray.

Goals
Insight into the cultural politics of memory and trauma in twentieth century film and literature.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL

**Assessment methods**
WRITTEN EXAM

**Key words**
Cultural memory, trauma, narrative identity,
Main periods in LAC: Realism-Postmoderni

Academic year 2014-15

Date last modified
9-7-2014 1:31

Period
Period 5  Startdate: 07-Apr-15  Enddate: 05-Jun-15

Code
ACU2703

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A. Andeweg

Description
This tutorial, obligatory for students in the specialization Literature, Art and Culture, offers an introduction into the major periods in modern Western literature and art, from the 19th century onwards. Through lectures, film viewings and group meetings, a number of art works representative for the period under study will pass in review. At the end of the tutorial you will be acquainted with the some important primary works, such as Thomas Hardy’s Tess of D’Urbervilles, Virginia Woolf’s Mrs Dalloway and Michael Cunningham’s The Hours. The tutorial is a continuation of Main Periods in Literature, Art and Culture I. Both tutorials stand alone.

Goals
Introduction to the scholarly analysis of works of art and literature; reflection on the historicity of art, reflection on how art provides different models of subjectivity; overview of the major periods in modern Western literature and art, i.e. Realism, Modernism, Postmodernism (period 5).

Instruction language
EN

Prerequisites

Recommended literature
Hardy, Tess of D’Urbervilles Woolf, Mrs Dalloway Cunningham, The Hours

Teaching methods
LECTURE(S)
PBL

Assessment methods
TAKE HOME EXAM

Key words
Periodization, art history, literary history, analysis of primary Works,
Bachelor thesis specialisation LAC

Academic year 2014-15

Date last modified
9-7-2014 1:31

Period
Period 4 Startdate: 07-Apr-15 Enddate: 05-Jun-15

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
Observing and representing: History of t

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

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, product engineering and marketing. The block addresses the multi-sensual 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 of different media to register and communicate sense experiences is an integral part of the course. The course also comprises a skills training, titled "Bombardment of the senses", to enhance the students’ awareness of the different senses, and the practicalities to register and communicate these. The exam requires focusing on a concrete case.

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, represent and transform our sensory experiences; analysing how observing and representing constitutes society.

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
FINAL PAPER
PRESENTATION

Key words
Senses, sight, hearing, smell, touch, taste, history, anthropology, sensory ethnography, embodied experience, arts, aesthetics, sound studies, recording technologies, new media,
MC: History, Theory, Concepts 1

Academic year 2014-15

**Date last modified**
30-4-2015 1:20

**Period**
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

**Code**
ACU2706

**ECTS credits**
3.0

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

**Coordinator**
J.C.M. Wachelder

**Description**
This tutorial runs parallel with the block course in the fourth semester. The tutorial acquaints students with standard texts, must-reads, in the young field of media culture. On top of that, by reading and discussing books written from different disciplinary perspectives (media theory, history, theoretical sociology, cultural philosophy) which apply different methodologies, this tutorial offers an introduction to research skills. Since for their thesis students will have to choose a specific theoretical perspective and relevant method themselves. In the tutorial students write at least two book reviews, which later on are discussed in groups of 15 students. The book review is an important academic genre. It compels to phrase succinctly, in measured words. Next, not only a summary of the texts is required but also a critical evaluation. These competences are not only useful for future academics. In many occupations you need to summarize and comment upon a variety of texts, papers etc. In this tutorial students practice writing pithily. The tutorial will be continued in the fifth period as Media Culture: History - Theory - Concepts (II).

**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**

PBL

**Assessment methods**

WRITTEN EXAM

**Key words**

Disciplinary perspectives,methodologies,concepts,history,, remediation,public sphere,printing revolution,modernity,new media,
Always already new?

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

Code
ACU3006

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.A. Post

Description
Based on the seminal work of Carolyn Marvin (When Old Technologies Where New: Thinking About Electric Communication in the Late Nineteenth Century, Oxford University Press 1988), this course aims at theorizing and historicising the complex relationship between so called “new” and “old” media in an interdisciplinary approach. Starting from the claim that media have - 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”. In a four step process, the course will introduce students to a) Histories of media change, problematizing 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, analyzing the ambiguity of new media discourses and practices using concepts such as “remediation” (Bolter & Grusin), “hybridity” (Latour / Burke), and “ conservative revolution” (Fickers). c) The methodologies of discourse analysis (by focusing on both contemporary and historical sources) and source criticism (including material, textual, audio, and audio---visual narratives). d) Practices of online storytelling, by introducing students to the art of virtual exhibition making and the conceptualisation of multi---platform narratives. The final assignment of the course will be the collective making of an online virtual exhibition based on a small research project that will be assigned to each team. Each team will be using the interface of either the EUscreen project (www.euscreen.eu) or the Tensions of Europe project (www.tensionsofeurope.eu) - projects that aim at building a European platform for the exhibition of material (Tensions of Europe) or audiovisual (EUscreen) European cultural heritage. Each team will function as curator of an exhibition that will be shown online at the end of the course.
Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL
SKILLS

Assessment methods
ASSIGNMENT

Key words
Research skills in Media Culture

Academic year 2014-15

Date last modified
1-5-2014 1:27

Period
Period 4   Startdate: 02-Feb-15   Enddate: 05-Jun-15

Code
ACU3703

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
E.A. Steinbock

Description
This 8-week skills training is obligatory for bachelor students with the specialization media culture in the third year (6 ECTS). The tutorial provides an introduction to the main research methods that are applied in the field of media research (content analysis, semiotics, phenomenology, hermeneutics, structural analysis, narratology and (virtual) ethnography) and will help students to prepare their proposal for the bachelor thesis. These preliminary proposals will be peer reviewed and discussed in the tutor group. The course is structured around the handbook of Jane Stokes (2012) How to do media and cultural studies aiding students to situate their own research ideas in the context of contemporary theoretical and methodological debates in researching media culture. The course will be assessed (passed or failed) on the basis of a presentation, active participation in a feedback session and a written research proposal. Presence at the lectures as well as during the seminar meetings is obligatory. The BA-thesis will be written in the 8 weeks following this skills training.

Goals
To gain further insight in the main research methods applied in the field of media research and to prepare a research proposal for the bachelor thesis. The course also includes an exercise in peer-review (how to review research proposals from fellow-students).

Instruction language
EN

Prerequisites

Recommended literature

**Teaching methods**

PBL

ASSIGNMENT(S)

**Assessment methods**

PRESENTATION

WRITTEN EXAM

**Key words**

Research skills, methodology, research design, writing, writing a, research proposal,
Logo & Imago: Identity in Media Culture

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 5  Startdate: 07-Apr-15  Enddate: 05-Jun-15

Code
ACU2009

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A.S. Richterich

Description
This course focuses thematically on the history, the cultural meaning and the political and economic impact and importance of marketing and branding for our modern consumer society. The concepts of “logo” and “imago” will be discussed both in their theoretical (semiotic, visual and discursive), historical and contemporary (participatory web cultures, Web 2.0) dimensions. The students keep a weblog during the course and the entries written for this weblog will be graded as assessments. Four different thematic clusters and two skills trainings constitute the core body of the course. The first theme concentrates on the theoretical analysis of “logos”, “imago” and “icons” as visual language and identity markers. The second theme deals with the histories of persuasion and the changing character of advertising. The third cluster uses the city as case study for the analysis of identity constructions in public spaces in the era of the experience economy. The fourth and final theme combines an historical source critique of an early advertisement form with its modern equivalents. Finally, the interlaced skill trainings on how to make a weblog and on how to write for online media will help the students to get familiar with online writing and the mastering of a weblog.

Goals
Theoretical and historical analysis of marketing and branding practices in our modern consumer society. Practical training of writing skills for online writing and weblogs.

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, city, branding, public/personal identity, online writing, weblog.
MC: History, Theory, Concepts 2

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 5  Startdate: 07-Apr-15   Enddate: 05-Jun-15

Code
ACU2707

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.C.M. Wachelder

Description
This tutorial which is obligatory for students in the specialisation media culture, offers a concise introduction into the field’s object of study, presenting its history, theory and concepts. In three lectures and three consequent group meetings, some highlights from the recently established field pass in review. The format is simple. Three books are read, summarised, reviewed and discussed. Doing so, at the end of the tutorial you will be acquainted with some recent classics in the field of media culture, offering an overview of its methods. The tutorial is the continuation of Media Culture: History - Theory - Concepts (I). Both tutorials stand alone.

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
PBL
ASSIGNMENT(S)

Assessment methods
WRITTEN EXAM

Key words
Media Culture, book reviews,
Bachelor thesis specialisation MC

Academic year 2014-15

Date last modified
1-5-2014 1:27

Period
Period 4  Startdate: 07-Apr-15  Enddate: 05-Jun-15

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 component of the CW/AC 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. As the final academic project of the CW/AC bachelor programme it enables students to convey and materialise their individual academic profile through a concrete academic product. Unlike any other courses in the CW/AC programme it offers you the opportunity to choose your own topic and work independently. You are free in your choice of topic but it should be related to CW/AC specialisation. 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.

Goals
The students show their ability: • To systemise theoretical and practical knowledge acquired during the study and specialisation phase; • To use their knowledge and insights (including 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, summarising and logical reflection on the reading materials.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL

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 2014-15

Date last modified
1-5-2014 1:27

Period
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

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
Knowledge of the history of state, nation and democracy in Europe since the Middle Ages knowledge of (some) topical problems of the nation-state in an age of globalisation.

Instruction language
EN

Prerequisites
Recommended literature

Teaching methods
PBL

Assessment methods
WRITTEN EXAM
FINAL PAPER

Key words
Political History of the 20th century

Academic year 2014-15

Date last modified
26-7-2014 1:32

Period
Period 4   Startdate: 02-Feb-15   Enddate: 02-Apr-15

Code
ACU2704

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 us 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 Twentieth Century in Europe. 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 analyse forms of historical narration and the contribution of history to academic education.

Instruction language
EN

Prerequisites

Recommended literature
M. Mazower, The Dark Continent. Europe’s twentieth century.

Teaching methods
PBL
Assessment methods
WRITTEN EXAM

Key words
The Appeal of Totalitarianism

Academic year 2014-15

Date last modified
1-5-2014 1:27

Period
Period 4 Startdate: 02-Feb-15 Enddate: 02-Apr-15

Code
ACU3001

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 comparative conceptual analysis.

Goals
An introduction into the history and development of totalitarian ideologies, movements and regimes in the 20th century.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL
Assessment methods

FINAL PAPER
PRESENTATION
WRITTEN EXAM

Key words
Researching Political Culture

Academic year 2014-15

Date last modified
1-5-2014 1:27

Period
Period 4  Startdate: 02-Feb-15  Enddate: 05-Jun-15

Code
ACU3702

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
E.P.M. Stoffers

Description
This tutorial is intended as preparation (and a launching pad) for a bachelor thesis in the field of political culture. It is a required course if you want to write your bachelor thesis within the specialisation Political Culture of the Arts & Culture programme. Following a short introduction to the field of political culture in the first assignment (Part I), you will spend five assignments dealing with the analysis of different categories of primary sources you may want to use in your thesis (Part II). To get familiar with the specific problems of different sources you will read two sorts of texts. Firstly, you will study more or less ‘theoretical’ texts presenting particular types of source material in the field of political culture, with a discussion of their advantages and disadvantages. Secondly, you will have to apply the theoretical texts just mentioned to specific specimen of political speeches, memoirs, archival documents and public opinion sources. For the sake of coherence, we have chosen primary sources that are all connected to the origins of the European Coal and Steel Community (ECSC), the first European Community to be established (and the first that ceased to exist, in 2002). In this way, you will get a handson, but at the same time theoretically informed, experience in analysing these different source materials. Finally, the last four meetings (Part III), are intended to put you (and keep you) on the path to the completion of the work on your thesis. Formally, the tutorial extends across period 4 and 5, however most of the meetings and the majority of the workload will be concentrated in period 4, as the period 5 is devoted to the writing of your Bachelor thesis.

Goals
The goals of this tutorial are threefold: 1. To sharpen your awareness of what you do, when you are studying political culture; 2. To train your awareness of the uses and pitfalls of different categories of primary sources; 3. To help you formulate your Bachelor thesis-proposal.
Instruction language
EN

Prerequisites
Recommended literature
Teaching methods
PBL
ASSIGNMENT(S)
PRESENTATION(S)

Assessment methods
ASSIGNMENT

Key words
Source criticism, specialisation political culture, research training, bachelor thesis,
Power and Democracy

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 5  Startdate: 07-Apr-15  Enddate: 05-Jun-15

Code
ACU2007

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
R.H. Gabriels

Description
Nowadays, democracy is a concept with a positive connotation. On being asked, dictators would therefore declare that they support democracy. Most of the people would say that a democracy is, in comparison to an autocracy, a preferable form of government. In contrast to democracy, power is a concept that has often a negative connotation. The reason for that is that people associate power in many cases with forms of subordination such as class oppression and the exploitation of women. In the everyday life of people power is seen as getting someone else to do what he or she doesn’t want to do. Nevertheless, power has sometimes a positive connotation. That is the case when power is seen as a resource, i.e. a capacity to act in a specific way. For example when one talks about the empowerment of citizens in their struggle for the improvement of the quality of life. The negative and positive connotations of the concept of power correspond to two main kinds of power: power-over and power to. Max Weber, for example, presupposes the former kind of power when he defines it as “the probability that one actor within a social relationship will be in a position to carry out his own will despite resistance”. In contrast to this idea that power is imposing one’s will on another, many scholars define power as a capacity or an ability. Steven Lukes, for instance, defines power as a “potentiality, not an actuality - indeed a potentiality that may never be actualized”. Those who conceptualize democracy should keep the difference between the two main kinds of power in mind. Take for instance the transformation of an autocracy into a democracy. Should it be conceived as the replacement of a traditional form of power over people (by a queen or dictator) by a modern form of power over people (by the people themselves)? Or should one say that power-over is replaced by power-to? Both questions suggest that democracy can be defined in terms of power. Thomas Pogge, for instance, underlines this when he writes: “Democracy means that political power is authorized and controlled by the people over whom it is exercised, and this in such a way as to give these persons roughly equal political influence”. To be called democratic, a political system should also be based on the separation of powers (Montesquieu) and the protection of the rights of individuals and minorities against the arbitrary exercise of power by the state and majorities. In this module you
will explore different aspects of the complex relation between power and democracy. One of these aspects is the tension between facts and norms, i.e. between the real and the ideal. Some scholars are criticized by so-called ‘realists’, because they sketch only normative models of democracy without taking into account the power relations within a polity. However, these ‘realists’ are criticized because their approach of politics is cynical. Against this background, this module focuses both on normative theories of democracy and empirical studies of real existing democracies. Therefore it calls on the results of philosophy, cultural studies, economics, law, political science and sociology. These results and the focus on the relation between power and democracy will give you a better understanding of this world.

**Goals**

In this module students will learn how to: • Reconstruct the different meanings of two contested concepts: power and democracy; • Reflect on central problems related to both concepts; • Present work in progress at a conference; • Write a paper (and, depending on the number of credits, write a book review).

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

PBL

**Assessment methods**

WRITTEN EXAM

**Key words**

Capitalism, cosmopolitanism, democracy, human rights, media, power,., privacy,public sphere, representation, resistance, surveillance and, tolerance.,
Global Justice and Human Rights

Academic year 2014-15

Date last modified
1-5-2014 1:27

Period
Period 5  Startdate: 07-Apr-15  Enddate: 05-Jun-15

Code
ACU2705

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
Reflection on the conceptual and political problems related to the theme Global Justice and Human Rights.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
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 2014-15

Date last modified
9-7-2014 1:31

Period
Period 4  Startdate: 07-Apr-15  Enddate: 05-Jun-15

Code
ACU3902

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
G.J.M. Verbeeck

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 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 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 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 4 and your topic should be related to the specialisation and the AC/CW 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 (including 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
Arts and Culture: Policy and Politics

Academic year 2014-15

**Date last modified**
30-4-2015 1:20

**Period**
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

**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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

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 -both EU 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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

Code
ACU3004

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
V.E.J.P. van Saaze

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

Code
CWE3004

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
V.E.J.P. van Saaze

Description

Goals

Instruction language
NL

Prerequisites
Recommended literature
Teaching methods
Assessment methods
Key words
One World. Europe and the non-European

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

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 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 II

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

Code
EUS3500

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
J.G.U. Quartz

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.

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

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

Prerequisites
none

Recommended literature

Teaching methods
PBL

Assessment methods
FINAL PAPER

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PARTICIPATION

Key words
Art, culture, cultural policy,
Museum Meanings

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

Code
ACU3004

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
V.E.J.P. van Saaze

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 3  Startdate: 05-Jan-15  Enddate: 30-Jan-15

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

Code
CWE3004

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
V.E.J.P. van Saaze

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Paper Minor Kunst, Cultuur en Musea

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 3  Startdate: 05-Jan-15  Enddate: 30-Jan-15

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
Globalization and Inequality

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

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. Globalization 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: globalization 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
Century. Houndmills: Palgrave MacMillan. (+ 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**

Globalization, development, the Millennium Development Goals (MDGs), colonialism, inequality, the agencies of development, democratization, 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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

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, are affected by 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,
Globalization Seminar & Symposium

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 3  Startdate: 05-Jan-15  Enddate: 30-Jan-15

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 Globalization 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: Globalization and Inequality) and/or course B (MGD3002: Urban Development and Poverty in the 21st Century) of the minor Globalization 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 2014-15

**Date last modified**
30-4-2015 1:20

**Period**
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

**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 20ths 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**

**Instruction language**
EN

**Prerequisites**

**Recommended literature**
Ann Mc Clintock: Imperial Leather: Race, Gender and

**Teaching methods**

PBL

PRESENTATION(S)

**Assessment methods**

PRESENTATION

TAKE HOME EXAM

WRITTEN EXAM

**Key words**

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

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

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

Key words
gender and gender theory, postmodernity, music (movies, literature), intersectionality,
Crucial Different Lives

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 3  Startdate: 05-Jan-15  Enddate: 30-Jan-15

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

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

Prerequisites
none

Recommended literature
Teaching methods
PBL

Assessment methods
FINAL PAPER
PARTICIPATION

**Key words**

Art, culture, cultural policy,
Museum Meanings

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

Code
ACU3004

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
V.E.J.P. van Saaze

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 3  Startdate: 05-Jan-15 EndDate: 30-Jan-15

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 3  Startdate: 05-Jan-15  Enddate: 30-Jan-15

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 (ISBN 9789089521088) - 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 (ISBN: 9789089521378 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, Nijmegen: Ars Aequi Libri (latest edition; ISBN 9789069169354). (All books can be ordered e.g. via studystore or the publisher; see also announcement before the start of the course).

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 4  Startdate: 02-Feb-15  Enddate: 02-Apr-15

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, Looting 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 art 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, Looting 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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

Code
MES3000

ECTS credits
9.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
W. Jansen

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

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

Code
MES3500

ECTS credits
3.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
M.J. Geary

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, international treaties, 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)
WORK IN SUBGROUPS
PAPER(S)

Assessment methods
ASSIGNMENT

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

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

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 2014-15

**Date last modified**
30-4-2015 1:20

**Period**
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

**Code**
MES3501

**ECTS credits**
3.0

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

**Coordinator**
T.R. Ax

**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 2014-15

**Date last modified**
30-4-2015 1:20

**Period**
Period 3  Startdate: 05-Jan-15  Enddate: 30-Jan-15

**Code**
MES3002

**ECTS credits**
6.0

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

**Coordinator**
D. Stinsky

**Description**
The last course brings the whole minor together. In their reflection on the minor European Studies, students will analyze current events or problems within the European Union from a normative perspective. In consultation with the students, recent phenomena and developments will be selected in order to be analysed. Example can be the enlargement with Turkey, the European Constitution and its difficult ratification, the existence of a European identity or European citizenship, the democratic deficit, etc. Students will work on a paper and discuss work in progress with fellow students and their tutor. At a concluding conference, all students present their paper.

**Goals**
At the end of this course students are - able to discuss and analyze topical issues of European integration - trained in writing an academic paper (co-authored) - practiced to present their research in an academic 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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 3  Startdate: 05-Jan-15  Enddate: 30-Jan-15

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
A Nation and its Fragments: Democracy, P

Academic year 2014-15

Date last modified
30-4-2015 1:20

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

Code
MIN3000

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A.D. Khandekar

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 “tryst with destiny” to the Indian Constituent Assembly on the eve of independence on 14 August 1947. The speech captured the essence of hundred 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 globalisation. 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 2014-15

Date last modified
30-4-2015 1:20

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

Code
MIN3001

ECTS credits
12.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A.D. Khandekar

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 of. 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

Date last modified
30-4-2015 1:20

Period
Period 3  Startdate: 05-Jan-15  Enddate: 30-Jan-15

Code
MIN3002

ECTS credits
6.0

Organisational unit
Faculty of Arts and Social Sciences

Coordinator
A. Mitzschke

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,
Birthing new ventures: the interplay of

Academic year 2014-15

Date last modified
4-7-2014 1:28

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

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 often start-up new companies with the intention 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 individuals that actually seek to exploit the opportunities that 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 enterprising individuals. 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 as many entrepreneurs put a lot of effort in minimizing (or even outsourcing) risk prior to the launch of their venture.

Goals
Whereas the "Resource mobilisation" course deepens your understanding on how to launch and grow a venture from a resource-based perspective, this course aims to highlight the importance of the process stages that precede the launch of an entrepreneurial venture as we have 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. 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 their 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.m4e.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 (Birth 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
Reader with papers & cases

Teaching methods
PBL
LECTURE(S)
ASSIGNMENT(S)
PAPER(S)

Assessment methods
WRITTEN EXAM
PARTICIPATION
FINAL PAPER

Key words
Mobilising resources for entrepreneurial

Academic year 2014-15

Date last modified
14-4-2015 1:19

Period
Period 1  Startdate: 01-Sep-14  Enddate: 24-Oct-14

Code
EBC2146

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
W.E.J. Bodewes

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 mobilization strategy. 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 mobilization 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
Reader with papers & cases. 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 2014-15

Date last modified
31-7-2014 1:28

Period
Period 2  Startdate: 27-Oct-14  Enddate: 19-Dec-14

Code
EBC2144

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
J. Thiel

Description
Commercialising Science & Technology helps you to understand and master the process of turning science into products and products into businesses. University labs and corporate R&D department increasingly rely on professionals that help bridging science production (conference presentations, scientific publications, and patents) to value creation (revenues, funding for scientific and applied research). Topics to be discussed include legal, fiscal and governance issues. For many years, scholars have sought to understand (and improve) technology transfer. Recent developments push publicly financed research institutes and research universities to exploit the economic value of their research. As a result, companies and entrepreneurs will find that academics have become more willing to share and collaborate. Yet they expect to gain from such knowledge and technology transfer. For example, they may want to increase research budgets and/or seek to find better employment opportunities for their students. Also companies have several incentives to seek closer collaborative ties with researchers outside their own organisations. They are increasingly willing to partner with (and even invest in) ventures that were started to commercialise university know-how. In this course you start building an understanding for the bridging of science to business. It provides insight in technology transfer and licensing as well as an understanding of the dynamics of science production and deployment.

Goals
Primary goal: Understand how and when research findings and technological breakthroughs can be transformed into new business. Secondary goals: [1] Understand how technology can be transferred from research labs to start-ups and established companies. [2] Understand the role of academic and other not-for-profit research in creating business opportunities. [3] Appreciate the characteristics of the prevalent modes of science and technology commercialisation: licensing, spinning out or new business development
**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**

**Teaching methods**
PBL
LECTURE(S)
ASSIGNMENT(S)
PAPER(S)

**Assessment methods**
ATTENDANCE
FINAL PAPER
PARTICIPATION
WRITTEN EXAM

**Key words**
Social & Environmental Entrepreneurship

Academic year 2014-15

Date last modified
29-7-2014 1:28

Period
Period 2   Startdate: 27-Oct-14   Enddate: 19-Dec-14

Code
EBC2147

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
S.M.F. Akin

Description
Social & Environmental Entrepreneurship aims to combine social 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. Social & Environmental Entrepreneurship further incorporates environmental ventures, such as Solar Century, Lemnis and E-Max, which showcase 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 & Environmental Entrepreneurship (creating social or environmental value) in comparison to regular entrepreneurship (creating economic value). Attention is given to the variety in issues addressed by social entrepreneurs, how traditional business concepts such as strategy, performance and finance are translated in a Social & 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 & Environmental Entrepreneurship. Secondary goals: [1] You develop an awareness and understanding of the subtle but sometimes substantial differences between social and traditional ventures. [2] You develop a better understanding of the specific challenges and opportunities of doing ‘business’ in the social 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 (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

Teaching methods
PBL
LECTURE(S)
ASSIGNMENT(S)
PAPER(S)

Assessment methods
FINAL PAPER
WRITTEN EXAM
PARTICIPATION
ATTENDANCE

Key words
Creativity & Concept Development

Academic year 2014-15

Date last modified
31-7-2014 1:28

Period
Period 3  Startdate: 05-Jan-15  Enddate: 30-Jan-15

Code
EBS2144

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J. Thiel

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, is it something you can learn by exercise, is it the outcome of a 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.

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 further development of embryonic ideas for new business. Creativity plays a key role in opportunity recognition, ideation, and in business concepcting. Yet, entrepreneurs usually also need to be creative in mobilising resources (people, capital, equipment etc.), in starting-up, and in growing their business. That is why this skills course helps you to develop your creative problem solving skills.

Instruction language
EN
**Prerequisites**

The courses of the Entrepreneurship minor (see also http://www.mc4e.nl/mini) 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 ("Birth new ventures" and "Mobilising resources") 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)

**Assessment methods**

ATTENDANCE
FINAL PAPER
PARTICIPATION

**Key words**