

BA European studies

Faculty of Arts and Social Sciences

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The Idea of Europe. The European experie

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

Period 1 Startdate: 01-Sep-14 Enddate: 26-Sep-14

Code

EUS1000

ECTS credits

5.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

A. Labrie

Description

This first course of the 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

Delanty, G. (1995). *Inventing Europe: Idea, identity and reality*. London: Macmillan Press.

Teaching methods**Assessment methods**

WRITTEN EXAM

Key words

The idea of Europe, identity, history.,

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

EUS1507

ECTS credits

0.5

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

H. van Rooijen

Description

This compulsory diagnostic test aims at determining students' English proficiency level and at making them aware of the importance of the English language in the Bachelor in European Studies. 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

Assessment methods

Key words

Language skills.,

Research and Writing

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

Period 1 Startdate: 29-Sep-14 Enddate: 24-Oct-14

Code

EUS1001

ECTS credits

5.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

R.P.J. Hendriks

Description

The main goal of this course is to familiarise students with various choices and decisions that have to be made during the academic research and writing process, most notably in the interdisciplinary field of European Studies, and apply these insights in writing an academic essay. First, the focus will be on textual resources and rhetorical devices that are used in an exemplary piece of writing. Second, we will focus on academic writing skills by supervising students in their writing of an academic essay of their own. Students are trained to write their essay in a well-structured, consistent, and persuasive way. This course serves as a prelude to the ES skills track in which several major disciplinary research methods will be addressed in detail. The focus on writing skills is aimed at preparing students for the writing in other courses, most notably so for the second and third year papers in the Paper Dossier. In a more general sense, this course underscores the view that training in research and academic writing is a crucial element of the bachelor programme in European Studies.

Goals

At the end of this course students will:

- Be familiar with key stages in the process of research and writing an academic essay;
- Be acquainted with the main elements of an argumentation and specific underlying principles of rhetoric;
- Be able to search relevant sources by making use of the Online Catalogue as well as databases on the invisible web;
- Know how to support their own argument with evidence from these sources and to avoid plagiarism;
- Be able to provide and receive feedback on written work;
- Be able to work with the ES Style Sheet.

Instruction language

EN

Prerequisites

Recommended literature

• Booth, W., Colomb, G., Williams, J. (2008). The craft of research. (3rd ed.). Chicago and London: The University of Chicago Press. • Luyendijk, J. (2009). Hello everybody! One journalist's search for truth in the Middle East. London: Profile books. • Zinsser, W. (2012). On writing well: The classic guide to writing non-fiction. (30th Anniversary Edition). New York: Harper Collins Publishers.

Teaching methods

LECTURE(S)

PBL

Assessment methods

FINAL PAPER

Key words

Research process, academic writing, literature search, argumentation,, language, and rhetoric, (peer) feedback.,

Academic Writing Skills: English Language

Academic year 2014-15

Date last modified

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Period

Period 1 Startdate: 29-Sep-14 Enddate: 24-Oct-14

Code

EUS1500

ECTS credits

1.5

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

G.E. Campbell

Description

An intensive introduction to Academic Writing in English that focuses the students on the process of writing an academic paper tailored for their discipline. Using context specific examples, it compels students to construct their papers and to convey their ideas and arguments in precise, clear and coherent English that is acceptable in an academic institution. The course allows students to understand the influence of language on the reader and the importance of accuracy in academic writing.

Goals

At the end of this course students will be able to: • Understand how academic paragraphs are constructed; • Understand how reporting verbs are used in academic writing; • Understand how cohesive devices improve the coherence of academic writing; • Understand the distinction between academic written and general English; • Recognise common errors in academic English.

Instruction language

EN

Prerequisites

Recommended literature

Materials provided during course.

Teaching methods

LECTURE(S)

ASSIGNMENT(S)
PRESENTATION(S)

Assessment methods

FINAL PAPER

Key words

Language skills, writing.,

Bloody Diversity. A history of European

Academic year 2014-15

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Period

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

Code

EUS1002

ECTS credits

9.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

B.J.J. Rulof

Description

This course starts from the assumption that students of European Studies can only fully understand contemporary Europe, if they know how and why states, nations and international relations came into existence. States, nations and inter-state, or international, relations are terms commonly used to describe current politics and political institutions. They seem to have been around forever; indeed, it is hard to conceptualise politics and the political domain without using these key concepts. Modern research, however, shows that states and nations as well as inter-state relations are, in fact, products of recent history. This course therefore analyses state and nation-building as well as the development of the European state system from the Middle Ages until the early twentieth century and discusses the circumstances under which they emerged.

Goals

At the end of this course, students have:

- Gained a general overview of European history since the High Middle Ages;
- Acquired a general knowledge about the history of international relations from the High Middle Ages until the Paris treaties of 1919;
- Acquired a more profound knowledge of the history of European states;
- Acquired a comprehensive knowledge of the history of state and nation-building in a particular country of their choice;
- Reflected on feedback and comments from their tutor who assesses their paper.
- Learnt how to apply concepts discussed in class in their paper.

Instruction language

EN

Prerequisites

Recommended literature

• Craig, G., & George, A.L. (2007). Force and statecraft. Diplomatic problems of our time. New York: Oxford University Press. • Opello, W.C., & Rosow, S.J. (2004). The nation-state and global order. A historical introduction to contemporary politics. London: Lynne Rienner. • Palmer, R.R., & Colton, J. (2006). A history of the modern world. (10th ed.). New York: McGraw-Hill.

Teaching methods

PBL

LECTURE(S)

Assessment methods

WRITTEN EXAM

FINAL PAPER

Key words

Nation-building, state-building, history of international relations until 1919,, history of diplomacy.,

Academic Writing and Presentation Skills

Academic year 2014-15

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30-4-2015 1:20

Period

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

Code

EUS1501

ECTS credits

2.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

G.E. Campbell

Description

This course assists participants in writing academic 'country files' in English and in presenting the findings of that research in an academic manner. Using context specific examples, it compels students to construct historical analyses and to convey ideas and arguments in precise, clear and coherent English. It allows students to understand the influence of language on the reader and the importance of accuracy in academic writing.

Goals

At the end of this course students will be able to: • Understand how academic introductions are constructed; • Understand how academic conclusions are constructed; • Understand how language choice affects style and tone in academic writing; • Present their academic work before their peers.

Instruction language

EN

Prerequisites

Recommended literature

Materials provided during course.

Teaching methods

PBL

PRESENTATION(S)

Assessment methods

FINAL PAPER
PRESENTATION

Key words

Language skills, writing, presentation,

Fault Lines. Contemporary debates

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

Period 3 Startdate: 05-Jan-15 Enddate: 02-Apr-15

Code

EUS1003

ECTS credits

5.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

R.P.J. Hendriks

Description

This is a module based on a series of lectures and accompanying group meetings. The lectures offer an introduction to topics which students are encouraged to investigate further through wider reading. The course aims to introduce students to a number of both modern and contemporary fault lines in Europe. These include ethnic, societal, economic, political and cultural divisions or tensions that affect and determine identity, inclusion, freedom, welfare, integration, equality, etc. in Europe today. There are several cross-cutting themes running throughout the module: identityculture-migration; consumption-culture; tradition-modernitysociety; welfare; post-Communism; Americanisation; globalisation; gender equality; politics. The lectures will explore contemporary debates on diversity, identity and inequality in Europe by considering it as a community, market place and space of social inclusion/exclusion. The topics addressed include multiculturalism in contemporary Europe, 'high' and 'low' culture, welfare policies and gender equality in the EU, linguistic fault lines, etc.

Goals

By the end of the course students should be able to define the concept of a fault line as it is used in the social sciences and humanities, to be aware of the complexity and interrelatedness of different types of fault lines (for example political and social ones), as well as to identify different types of fault lines as they are expressed in various political, social and economic phenomena and processes taking place in Europe today.

Instruction language

EN

Prerequisites

Recommended literature

There is no set textbook for the course but readings are assigned by each of the lecturers. Please bear in mind that lecture topics may vary from year to year. For more information, please see course manual and reader.

Teaching methods

PBL

LECTURE(S)

Assessment methods

TAKE HOME EXAM

Key words

Identity, culture, community, Europe, equality, citizenship, gender,, inclusion-exclusion, multiculturalism, religion.,

Europe and global politics since WW II

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS1007

ECTS credits

4.5

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

A. Sierp

Description

The course looks at the development of the international system during the “short twentieth century” from 1919-1989 (E. Hobsbawm), thus putting the first decades of European political and economic integration into its global historical context. The module starts by discussing the interwar period and the ideas of European integration emerging during that period before looking both at Western European integration from 1950-1986 and the erection and eventual dissolution of the USSR-led bloc in Central and Eastern Europe. It is discussed how the patterns of conflict and cooperation between European countries were structured by global politics and how Europe itself shaped international affairs. Another main purpose is to introduce students to basic theories of European integration, such as neofunctionalism and intergovernmentalism. The course also lays the foundation for the course ‘EU politics: theories, institutions and challenges’ in period 5.

Goals

At the end of this course, students will: • Have basic knowledge about the first decades in the development of the EU and the Soviet bloc in Central and Eastern Europe; • Understand the global context of these developments; • Be acquainted with basic integration theory.

Instruction language

EN

Prerequisites

Recommended literature

• Dinan, D. (Ed.). (2006). *Origins and evolution of the European Union*. Oxford: Oxford University Press. • Judt, T. (2007).

Postwar. A history of Europe since 1945. London: Pimlico.

Teaching methods

PBL

LECTURE(S)

Assessment methods

TAKE HOME EXAM

Key words

European integration history, International Relations theory, Eastern, Europe.,

What is Good Science?

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS1505

ECTS credits

2.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

D.M. Cressman

Description

Students in the first year of the European Studies curriculum have encountered numerous examples of scientific work on the integration of Europe, European identity, and the history and formation of the European Union. But how to distinguish good from bad science? This research training provides students with some ideas and concepts that will help them reflect on this important question. In this research training module, we read canonical texts from diverse scholars, including the Karl Popper, and Thomas Kuhn. Their work not only provides examples of the ways science can be studied within different disciplines, it also gives us some important concepts that can help us understand science as a practice. The course emphasises the political nature of scientific research and its susceptibility to societal values.

Goals

Skills element: • Mastering demanding philosophical texts; • Writing analytic answers; • Carrying out differentiated academic debates. Content element: • Learning about some fundamental philosophical and methodological approaches to science/social science; • Appreciating the complexity and elusiveness of concepts like “objectivity”, “fact” and “observation”.

Instruction language

EN

Prerequisites

Recommended literature

To be announced. Please see course manual.

Teaching methods

PBL

LECTURE(S)

Assessment methods

TAKE HOME EXAM

Key words

Positivism, induction, the problem of demarcation, falsification,, paradigm,, normal science, scientific revolutions, facts, values, objectivity,, neutrality.,

An Economist's Point of View

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS1005

ECTS credits

6.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

N.D. Dytianquin

Description

This course is a sojourn through different schools of economic thought; hence, it is about the history or evolution of economics as a social science. It begins with the pre-classical school, then moves through the Classical School, Socialism, Marginal School, Neoclassical School, Historical and Institutional Schools, Austrian School, Keynesian School, Monetarist or Chicago School and Heterodox School. The course ends with the economics of growth and development. This agenda initiated by Adam Smith with his inquiry into the wealth of nations, preoccupied economic thinking in the post-war period, especially in the 1950s through 1980s. The growth theories include the Harrod-Domar model, Solow model, new or endogenous growth theories, Schumpeterian growth theory and Evolutionary Schools.

Goals

At the end of the course, students will realise that the history and evolution of economic thought is a reflection on the relation between markets and governments. Students will be able to: • Assess the appropriate role of government in the economy; • Assess if laissez-faire approach is the best way to achieve the overall goals of an economy; • Calculate welfare effects of government intervention; • Distinguish between the hallmarks of different schools of economic thought, their similarities and differences about economic ideas and their main contributions to the development of economics as a social science.

Instruction language

EN

Prerequisites

Recommended literature

- Brue, S.L. & Grant, R.L. (2007). The evolution of economic thought. (7th ed.). Mason, OH: Thomson/South-Western.

Teaching methods

PBL

LECTURE(S)

Assessment methods

WRITTEN EXAM

PRESENTATION

ASSIGNMENT

Key words

Classical, neoclassical, marginalist, Marxist and socialist, Austrian, school,, German historical, institutional, Keynesian, monetarist, heterodox, schools.,

Micro/Macro Economics, year 1

Academic year 2014-15

Date last modified

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Period

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

Code

EUS1008

ECTS credits

6.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

N.D. Dytianquin

Description

The Micro/Macroeconomics (Micro/Macro) course is intended to complement An Economist's Point of View (EPV). In the sessions, the students are introduced to the basic principles and key economic concepts in microeconomics and macroeconomics. Microeconomics deals basically with the study of individual decision-making units and markets. Concepts such as the law of supply and demand, elasticity, cost and production functions, pricing and market failures such as asymmetric information, externalities, public goods, and imperfect market structures are covered. Macroeconomics, in turn, deals with aggregate economic behaviour and looks at the economic objectives of stable inflation, full employment and high output growth as well as the policy instruments to achieve them through monetary and fiscal policies. The study of macroeconomics also extends to the external sector comprising international trade and international finance, but this focus is deferred to the second year economics courses of the ES programme to avoid duplication.

Goals

Students learn the following aside from economic theories: • Reading, analysing and interpreting graphs as most economic information and theory are presented in graphics; • Calculating mathematical equations in solving economic problems; • Understanding economic policies and the logic behind these policies; • Applying economic concepts and principles in real life situations; • Formulating research problems and research questions with economic content; • Writing and working in groups.

Instruction language

EN

Prerequisites**Recommended literature**

- O'Sullivan, A., Sheffrin, S.M. & Perez, S.J. (2007). Economics principles and tools. (5th ed.). Boston: Pearson.

Teaching methods

PBL

LECTURE(S)

Assessment methods

WRITTEN EXAM

PRESENTATION

ASSIGNMENT

Key words

Microeconomics, macroeconomics, law of supply and demand, elasticity, cost and, production functions, equimarginal principle, market structures such as perfect, competition, monopoly, oligopoly, monopolistic competition, monopsony, market, failures such as externalities, asymmetric information and public goods, gross, domestic and gross national products, inflation, employment and labor, indicators, Loren curve and income distribution, monetary and fiscal policies.,

EU politics: theories, institutions and

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS1006

ECTS credits

9.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

H. Maurer

Description

What is the European Union? This course takes an institutional perspective to this question, and equips students with a general understanding of the EU as a political system, its development since the Treaty of Maastricht, its institutional set-up and its working processes. Europe was the main point of debate in several courses in this first year of the BA ES, while EU Politics takes a narrow stance by focusing at the European Union. The factual knowledge gained in the first weeks of this course provides the necessary tool for informed reflections and critical debates taking place within the end of the course about current challenges that the EU integration process is facing today.

Goals

The main objective of this course is to gain a basic understanding of the European Union: its development, its institutional framework, its way of working and its current debates. First, this course introduces the European integration process since the late 1990s, outlining major changes from the Maastricht Treaty and subsequent treaty revisions to the Lisbon Treaty. Secondly, we investigate the institutions of the European Union, their tasks and the main decision-making mechanisms. Finally, current political challenges of the European integration project are put up for debate. Throughout the whole course, we also reflect on how specific theoretical approaches and concepts explain what we observe within the European Union. To sum up, the main aims of this course in terms of content are: • To provide insight into the EU development since the Treaty of Maastricht; • To introduce to the EU institutions and EU decision-making processes; • To remind students of the main integration theories and make them familiar with new approaches (e.g. institutionalism; constructivism; multi-level governance); • To stimulate an informed debate about major political challenges faced by the EU.

Instruction language

EN

Prerequisites

Recommended literature

- Nugent, N. (2010). The government and politics of the European Union. (7th ed.). Hampshire: Palgrave Macmillan.

Teaching methods

PBL

LECTURE(S)

Assessment methods

WRITTEN EXAM

Key words

European Union; EU treaty change; EU institutions; EU decisionmaking; Problems, in EU integration process.,

Back to the sources

Academic year 2014-15

Date last modified

1-5-2014 1:27

Period

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

Code

EUS1504

ECTS credits

4.5

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

E.P.M. Stoffers

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.,

Negotiation skills

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS2504

ECTS credits

3.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

H. Dijkstra

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 (first versus second pillar, 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

ASSIGNMENT(S)

Assessment methods

WRITTEN EXAM

PARTICIPATION

Key words

Negotiations, simulation games, diplomacy,

Analysing Research Designs

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

Period 2 Startdate: 27-Oct-14 Enddate: 21-Nov-14

Code

EUS2508

ECTS credits

2.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

E.V. Sapir

Description

Qualitative Research Skills I is designed to provide students insight into the research process. The 'black box' of doing research is opened up by making every step in the development of a research design explicit. First it is shown which choices a researcher has to make while developing a research design and, second, students are introduced to the criteria to substantiate (and evaluate) these choices. A particular focus is on the choice of an appropriate qualitative data analysis method which the students apply during the tutor sessions.

Goals

- To train students in their ability to critically assess their own and other one's research with respect to research design and research methodology, in particular with respect to qualitative methods;
- To introduce students to qualitative data analysing techniques, in particular to frame (discourse) and media content analysis.

Instruction language

EN

Prerequisites

Recommended literature

To be announced. Please see course manual.

Teaching methods

PBL

LECTURE(S)

Assessment methods

FINAL PAPER

Key words

Research design, qualitative methods, frame (discourse), analysis, media content analysis.,

Quantitative Data Analysis I: Introducti

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

Period 2 Startdate: 24-Nov-14 Enddate: 30-Jan-15

Code

EUS2507

ECTS credits

3.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C.U. Arnold

Description

The objective of this skills training is to introduce students to quantitative data analysis. Students will be introduced to concepts such as measures of central tendency and dispersion as well as statistical techniques, including the following: one-sample z- and t-tests, two-sample t-tests, analysis of variance, chi-square, correlation, and regression. The overall goal of the skills training is not only to help students understand the statistical concepts presented but also to assist in the application of these procedures. The tutorial sessions will meet in the computer lab to work with a statistical software package called SPSS.

Goals

At the end of the course students will: • Understand a variety of quantitative data analysis methods; • Will be competent to develop a research question and hypothesis for quantitative data analysis; • Recognise which quantitative data analysis methods to use to test a given hypothesis; • Recognise how weaknesses in the quantitative data or the analysis affect the research findings and conclusions

Instruction language

EN

Prerequisites

Recommended literature

• Field, A. (2005). *Discovering statistics using SPSS (and sex, drugs and rock 'n' roll)*. (2nd ed.). London: SAGE Publications. • Johnson, J.B. & Reynolds, H.T. (2005). *Political science social research methods*. (5th ed.). Washington: CQPress. (Only Chapter 4: 'The Building Blocks of Social Scientific Research: Hypotheses, Concepts and Variables'). • Te

Grotenhuis, M. & Van der Weegen, M. (2009). Statistical tools: An overview of common applications in social sciences. Assen: Royal Van Gorcum.

Teaching methods

PBL

ASSIGNMENT(S)

SKILLS

Assessment methods

FINAL PAPER

Key words

Quantitative data analysis, SPSS, survey research.,

International Relations: Contemporary Is

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS2005

ECTS credits

4.5

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

P.Y. Petrov

Description

This course is about different conceptual understandings of International Relations (IR) and specifically the types of international actors and their relationships in a number of contemporary policy areas. As it serves as an introduction to the discipline of IR, it starts with some basic theories and concepts and continues with introducing the role of International (governmental) Organisations (IOs); and International Non-Governmental Organisations (INGOs). The course also introduces the role of the individual and self-organised groups of individuals that claim actorness in IR. The lectures provide general framework for discussing the role of the above-mentioned actors regarding different issue areas facing the international community today. The tutorials go in further detail on all topics by actively involving the students in lively debates, simulation games, quizzes and in-depth academic discussions. Please note that this is an elective course and available places are limited.

Goals

The two main skills that students develop are critical thinking and ability to form and express their own conceptually informed opinions on the major issues, actors and processes in IR today. At the end of the course, when confronted with current events and latest news, students are able to understand these from a number of competitive conceptual perspectives, critically interpret them and quickly formulate a well-informed opinion. Other related skills include:

- Efficient in-depth research and writing (on individually chosen topic for the final paper);
- Quick reaction time in understanding, explaining and conceptually interpreting issues in IR (during tutorial presentations and discussions);
- Effective team-work (in preparation for class discussions);
- Persuasive presentation (of different topics in class);
- Leading and facilitating discussions (both in small and big groups in class);
- Efficient time-management (when preparing for tutorials and undertaking research on the final paper).

Instruction language

EN

Prerequisites**Recommended literature**

To be announced. Please see course manual.

Teaching methods

PBL

Assessment methods

FINAL PAPER

Key words

International relations, actors, issues, theories.,

Placing Europe: Cities, Regions, Borders

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS2006

ECTS credits

4.5

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

J.D. Lachmund

Description

This course explores the geographical complexity and diversity of Europe from a socio-cultural point of view. It looks at the different ways in which social, cultural, and political processes are connected to, and thereby shape, geographical places of different scale and character. As will become clear, the political integration and standardisation of Europe has not diminished the role that places such as cities and regions play in social and cultural life. Drawing on a social-cultural theory of place the course will investigate both the processes that make European places similar or distinct from each other. Thereby we will learn to understand European integration as a social and geographical process. In order to address these issues, the module combines conceptual and empirical insights from human geography with relevant scholarship from other social sciences. Please note that this is an elective course and available places are limited.

Goals

At the end of this course students will be able to: • “Think spatially” about major processes, tensions, and dilemmas of European integration (formal and “hidden” integration); • Understand, reflect and actively apply basic concepts of cultural geography and related space-oriented humanities; • Appreciate the potential value of cultural science approaches as a complement to more institution-focused methods of European Studies.

Instruction language

EN

Prerequisites

Recommended literature

If you want to get an idea of the conceptual perspective of the course, please read: Cresswell, T. (2004). Place. A short

introduction. London: Blackwell.

Teaching methods

PBL

Assessment methods

TAKE HOME EXAM

Key words

Human geography,place,cultural theory,urban, studies,regionalism,globalisation.,

Comparative Politics and Government

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS2002

ECTS credits

4.5

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

A.B. Spendzharova

Description

Comparative Politics and Government introduces students to the main institutions of representative democracy. Even though democratic government is currently the norm in Europe, there is no uniform mode in how the executive, legislative, and judiciary branches of government interact. Based on a textbook by Gallagher, Laver and Mair, we examine how the important institutional differences among European countries extend to other aspects of the polity such as electoral systems, civil service cultures, political parties, and forms of interest representation. This course encourages students not only to understand how institutions interact but also how they reflect different ideas about the best way to govern a country. We draw on Lijphart's work on majoritarian and consensus systems to establish the main 'patterns of democracy' in contemporary Europe.

Goals

At the end of this course, students will have:

- The knowledge of how the executive, legislative, judiciary branches, as well as the civil service, political parties, and interest groups are organised and relate to each other in European democracies;
- The ability to assess critically contemporary developments in representative democracy.

Instruction language

EN

Prerequisites

Recommended literature

- Gallagher, M., Laver, M., & Mair, P. (2011). Representative government in modern Europe: Institutions, parties, and governments. (5th ed.). Boston MA: McGraw Hill.

Teaching methods

PBL

ASSIGNMENT(S)

Assessment methods

WRITTEN EXAM

Key words

Representative democracy, domestic politics of the EU member, states, separation of powers, electoral systems, political parties, new, social movements.,

Area studies

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS2003

ECTS credits

4.5

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

B.J.J. Rulof

Description

This course aims to provide an introduction into the study of a contemporary “area”, i.e. country, of the students’ own choice. It focuses upon both domestic and international aspects relative to a country’s political, social and cultural life and/or its involvement with other countries or international actors such as the European Union. It does so by means of self-directed research carried out by students in close cooperation with a tutor who guides his or her students through the complete research process. A series of lectures which accompanies this course present the theoretical tools and concepts such as ‘Europeanisation’, which should guide the students’ own research.

Goals

At the end of this course, the students have:

- Acquired a good knowledge of the “area”, i.e. country, of their choice;
- Improved their research skills (define and delineate research topic; formulate research questions; carry out the actual research; reflect upon the data in the light of theoretical perspectives; etc.);
- Improved their skills in working in small groups.

Instruction language

EN

Prerequisites

Recommended literature

To be announced. Please see course manual.

Teaching methods

LECTURE(S)

ASSIGNMENT(S)

Assessment methods

PRESENTATION

WRITTEN EXAM

Key words

Self-directed group work, domestic society and politics, international, relations, Europeanisation, comparative analysis, foreign policy, analysis.,

Qualitative Research Skills I: Case Stud

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS2509

ECTS credits

2.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

A. Dandashly

Description

Qualitative research methods are widely used in political science and public policy to analyse in-depth case dynamics and incorporate the perspective of key stakeholders through structured and semi-structured interviews. This course follows up on Qualitative Research Skills I and focuses more specifically on case study research designs. While case studies are a widespread analytical approach in European Studies, one needs to be aware of the methodological choices involved in selecting cases and drawing generalisations from a small number of observations. Qualitative Research Skills II aims to equip students with analytical tools in order to design and carry out case studies convincingly. In addition, this course is closely linked with students' most important individual research project in year 2 - the Bachelor Paper I.

Goals

At the end of this course, students will have:

- Mastered the analytical tools in order to design and carry out case studies convincingly;
- The ability to critically evaluate the research design of published academic research.

Instruction language

EN

Prerequisites

Recommended literature

• Berg, B. (2009). Qualitative research methods. London: Pearson International Education, (Chapter 10) "Case Studies", pp. 317- 327. • Hancké, B. (2009). Intelligent research design. Oxford: Oxford University Press, (Chapter 3) "Constructing Case Studies and Comparisons", pp.61-77.

Teaching methods

PBL

ASSIGNMENT(S)

WORK IN SUBGROUPS

Assessment methods

FINAL PAPER

Key words

Qualitative methods, case study research design,

EU law I. Institutional Law of the EU

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS2000

ECTS credits

9.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

R.A. Ott

Description

This course adds a legal dimension to previous BA ES courses and exposes students to legal thinking and argumentation. The course introduces students to the definition of law and the legal terminology which are the topics of the first two tutorials. Other lectures and tutorials are devoted to EU institutional law after Lisbon. The legal system founded by the European integration process is unique in its supranational characteristics. The latter are based on competences attributed from the Member States and influenced by special decision-making and legislative processes. The system is built on a legal protection system and legal principles, in the form of direct effect, indirect effect and state liability, governing the application of Union law. The latest changes brought about by Lisbon try to achieve more clarity with regard to competences and policies. As these Treaties merge the classic pillar structure in one single legal personality for the Union, there is a need for a reassessment of the classical division between supranational and intergovernmental structures. In addition, the case law of the European courts plays a central role in developing this special legal order, autonomous from national and international law. Precedentsetting cases will be highlighted throughout the course.

Goals

At the end of the course, students have acquired adequate knowledge, practical skills and a critical understanding of the following: • The legal foundations of the European Union (EU) and their special characteristics in relation to national and international law; • The EU institutions, their historical evolution, the horizontal relationship between them and the vertical relationship between the EU and its Member States (MS); • The legislative and decision-making process in the Union, the legal instruments in the form of secondary legislation and other measures • The question of choosing a legal basis based on different EU policies • The legal and constitutional principles guiding the relationship among the EU institutions and between the EU and its Member States (principles of supremacy, legality, subsidiarity, proportionality and loyalty); • The legal and institutional principles, in the form of direct, indirect effect and Member States' liability,

guarding and guiding the implementation and application of Union law; • The legal protection in the form of the implementation and enforcement mechanisms of EU law (infringement proceedings#against MS, enforcement through national courts, direct actions to review EU actions). In addition, by the end of the course, students should have become familiar with legal thinking and legal reasoning, and should be able to: - Find legal instruments in paper or electronic format; - Keep abreast of legal developments; - Read a legal document and extract relevant information from it; - Construct a legal argument on the basis of EU law; - Use EU law, especially EU legislation, to give an opinion on a simple problem.

Instruction language

EN

Prerequisites

Recommended literature

To be announced. Please see course manual.

Teaching methods

LECTURE(S)

PBL

Assessment methods

ASSIGNMENT

WRITTEN EXAM

Key words

EU law, institutions, pillars, decision-making, legislation,

Policy Domains. Analyzing the European P

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS2001

ECTS credits

8.5

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.J. Geary

Description

In order to understand how the EU functions, it is essential to know how the policy process works. In this course we depart where the courses EU Politics and EU Law I ended, and we provide insight into both theoretical and practical aspects of policy-making in the EU. As decision-making procedures and the actors involved vary highly in the different policy domains regulated at European level, it is necessary to study the various policy domains in details in order to understand the complexity of EU policy-making. Therefore, students - in small groups - conduct their own policy analysis via an in-depth case study of a particular legal instrument in a by the students selected policy domain. Via this particular case, students will analyse how policy is made in the EU, what kinds of decision are taken and by whom, and how decisions differ according to policy domain. Furthermore, by doing group work, they will become familiar with giving presentations and writing papers in small groups.

Goals

In the course Policy Domains: Analysing the European policy process we aim to give students an insight into both theoretical and practical aspects of policy-making within the EU. At the end of the course the students should be familiar not only with a certain policy domain and a decision falling into that policy domain, but should also be able to put their observations within a wider context of studying public policy in general and analysing EU policy-making in particular. At the end of this course students should be able to "read" and analyse different European legal instruments. Students should also be able to link the practical aspects of their research on policy domains to more theoretical aspects.

Instruction language

EN

Prerequisites**Recommended literature**

- Versluis, E., Van Keulen, M. & Stephenson, P. (2011). Analyzing the European Union policy process. Basingstoke: Palgrave.

Teaching methods

PBL

Assessment methods

PRESENTATION

FINAL PAPER

ASSIGNMENT

Key words

EU policy-making, policy analysis, group work.,

Making a European Market

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS2004

ECTS credits

6.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

N.D. Dytianquin

Description

Making a European Market (MEM) seeks to introduce the students to the problems involved in an economic integration process in general and the European integration experience in particular. The course is about an economic analysis of the integration process. The course is designed along three themes. The first theme deals with the theory and process of negative economic integration (removing border controls and barriers to trade) starting with the economics of free trade and protectionism as backdrops. The second theme is about the theory and process of positive economic integration (creating institutions and common policies). Then the course moves into the economics behind various policy domains. The third theme of the course focuses on further or para-integration versus disintegration to signify that the EU is now at the crossroads with the eurozone crisis under way. The creation of the EMU and theoretical approaches to a monetary union are explained. Since the use of fiscal policy is the only remaining policy option for member states to influence growth and deal with external shocks and business cycles, the debate on whether fiscal policy should be independent, subjected to quantitative limits as in the SGP or simply coordinated is discussed. The course ends with the discussion of the eurozone crisis and the bail-out package and scenarios on para-integration towards fiscal federalism or fiscal union or disintegration with exit of Greece.

Goals

At the end of this course, students will: • Know the analytical tools required to understand the EU's trade policies and the welfare effects of economic integration; • Understand policy domains of the EU from an economic perspective; • Make an assessment of where the EU is going through scenario-building.

Instruction language

EN

Prerequisites**Recommended literature**

- Senior Nello, S. (2009). The European Union: economics, policies and history. (2nd ed.). Berkshire Mc-Graw Hill.

Teaching methods

PBL

LECTURE(S)

Assessment methods

WRITTEN EXAM

PRESENTATION

FINAL PAPER

Key words

Static and dynamic effects of economic integration, monetary union,, optimum, currency area, fiscal policy in a monetary union, Stability and Growth, Pact, fiscal, federalism, tax harmonisation, debt crisis, economics of policy domains.,

International Economics

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS2007

ECTS credits

6.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

N.D. Dytianquin

Description

The International Economics (IE) course is intended to complement the course Making a European Market (MEM). The purpose of the IE course is to help students understand the basics of international trade and finance and the effects of various international economic policies on domestic and world welfare. The course is divided into two parts: International Trade and International Finance. The International Trade module highlights, for instance, classical and contemporary trade theories. Topics on International Finance include balance of payments and underlying adjustment theories which the IMF uses in conditionality provisions, determination of foreign exchange rates, and the international monetary and payments system. The last part is devoted to the explanation of economic crisis and its typology such as balance of payments crisis, banking crisis, debt crisis, currency crisis, financial crisis, etc., and an economic analysis of the eurozone crisis and the bail-out package, and the scenarios as to the future of European integration.

Goals

The main objectives of the IE course are to inculcate in students who are non-economists or who do not have a background in economics the skills: • To draw, read and analyse graphs; • To know economic relationships in the international trade and finance spheres; • To solve simple mathematical equations; • To apply concepts learned in real world situations through a group project involving a written case analysis; • To formulate research problems and research questions with economic content; • To write and work in groups.

Instruction language

EN

Prerequisites

Recommended literature

- Salvatore, D. (2010). International economics. (10th ed.). Hoboken, NJ: Wiley.

Teaching methods

LECTURE(S)

PBL

Assessment methods

WRITTEN EXAM

PRESENTATION

FINAL PAPER

Key words

Absolute and comparative advantage, new trade theories such as Heckscher-Ohlin, factor endowment theory, intra-industry trade theory, product cycle theory,, trade based on economies of scale, tariffs, quotas and instruments of, commercial policy, balance of payments and exchange rates, internal and, external balance, monetary, fiscal and exchange rate policies.,

Developing Your Own Research Design

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS2511

ECTS credits

4.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

A. Dandashly

Description

This skills training course is an important part of the skills trajectory of the Bachelor in European Studies. It offers students a chance to implement skills learned during the programme. It will also prepare them for their Bachelor Paper in year 3. Through three lectures, 2 group meetings (including one peer review session) and 1 individual feedback session students will be guided towards writing their own research design for an individual research project. Students learn to explain clearly and justify their project research design to a wider audience.

Goals

- To apply the skills acquired during preceding skills training courses;
- To develop a sound research design for an individual research project;
- To learn how to explain clearly and justify a project research design to a wider audience.

Instruction language

EN

Prerequisites

Recommended literature

Literature from the preceding skills training courses. Specific literature to be announced. Please see course manual.

Teaching methods

PBL

LECTURE(S)

Assessment methods

FINAL PAPER

Key words

Qualitative and quantitative methods, research design, research and, writing.,

Practicalities of Policy Making

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS3504

ECTS credits

3.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

W. Jansen

Description

This skills training has a double objective. First, it gives the students a better understanding of the role of non-elected officials in the EU policymaking process; second, it gives an insight into future job perspectives in Brussels and beyond. Following an introduction by the course coordinator, the course consists of a series of lectures by high-level civil servants from different EU institutions (Council, Commission, European Parliament, etc.) and a lobbyist. The lectures are organised around the following questions: What is the role of the administrative level in political institutions such as the European Parliament, Commission, Council? How do the political and administrative level interact? How does intra and inter-institutional co-ordination take place? What is the accountability of the administrative level? Is there a single European administrative culture? What is the impact of enlargement on the administrative level? Each of the speakers also gives a brief introduction on his/her professional background and career. The lectures are supported by mandatory readings. As from the academic year 2012-13, the course will be expanded with a series of tutorials in which the reading material accompanying each of the lectures will be discussed. This will allow to directly test whether the students have understood the literature and to discuss it in more depth. Please note that this is an elective skills training; in periods 4 and 5 students choose two out of the three offered skills of 3 ECTS each.

Goals

At the end of this course students will: • Be able to critically reflect about the role of non-elected officials in the EU policymaking process; • Have an insight into the academic literature on bureaucratic politics; • Be able to identify various types of job perspectives in the European and national public sector.

Instruction language

EN

Prerequisites**Recommended literature**

To be announced. Please see course manual.

Teaching methods

PBL

LECTURE(S)

Assessment methods

FINAL PAPER

Key words

EU bureaucracy, civil servants, administrative governance.,

Bachelor Paper

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS3900

ECTS credits

12.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

P.H.M.G. Bijsmans

Description

The Bachelor Paper is the final work of the Bachelor in European Studies. For this 8,000 words research paper, students are required to critically reflect upon and conduct an in-depth analysis of a topic or problem of their own choice (but related to the European Studies curriculum). The Bachelor Paper builds on the knowledge and skills acquired during the courses and skills training courses of the European Studies programme, in particular Research and Writing and the courses of the skills trajectory. Students choose their own supervisor, based on staff members' expertise (limited to staff availability). The writing of the Bachelor Paper takes place during the sixth semester (periods 3/4/5), meaning that individual and independent work on the paper is scheduled parallel to the regular study programme.

Goals

At the end of this course students will be able to:

- Write a substantial individual paper that critically reflects on a topic of their own choice and which applies the knowledge and skills acquired in other European Studies courses;
- Develop a sound conceptual/theoretical and methodological framework;
- Use this framework in an innovative way, either by looking at a topic from a different perspective, or by using original data;
- Reflect on feedback and comments from their supervisor;
- Work independently and plan their time effectively.

Instruction language

EN

Prerequisites

Recommended literature

- Booth, W.C., Colomb, G.G., & Williams, J.M. (2008). *The craft of research*. (3rd, rev. ed.). Chicago: The University of

Chicago Press. • Burnham, P., Lutz, K.G., Grant, W., & Layton-Henry, Z. (2008). Research methods in politics. (2nd, rev. ed.). Basingstoke: Palgrave Macmillan. • Greetham, B. (2009). How to write your undergraduate dissertation. Basingstoke: Palgrave Macmillan. • Rawlins, J., & Metzger, S. (2009). The writer's way. (7th, rev. ed.). Boston: Houghton Mifflin.

Teaching methods

PBL

Assessment methods

FINAL PAPER

Key words

European Studies, research and writing, paper dossier, individual and, independent work.,

EU law II. Substantive Law of the EU

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS3003

ECTS credits

9.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

S.J.F.J. Claessens

Description

The goal of this course is to give students insight in the core of the 'substantive law' of the European Union. In that light the course rests on two pillars: the four freedoms and competition law. These areas are the foundations of the economic and social order of the European Union. The course deals in detail with the free movement of goods (both financial and quantitative restrictions), the free movement of persons, freedom of establishment and services with an emphasis on the position of family members and the recognition of professional qualifications. The position of Third Country Nationals is also dealt with. In the light of competition law agreements and concerted practices; abuse of a dominant position; mergers; public undertaking and state aid, as well as enforcement of competition law are dealt with. Please note that this is an elective course and available places are limited.

Goals

At the end of this course student will: • Have knowledge and insight in all the main areas (described above) of European Law; • Be able to solve a legal problem in said area and is capable of critically reflecting on such problems; • Have a critical attitude towards the said area.

Instruction language

EN

Prerequisites

Recommended literature

- Craig, P., & De Búrca, G. (2012). EU law. Text, cases and materials. (5th ed.). Oxford: Oxford University Press.
- Foster, N. (2012). Blackstone's EU treaties & legislation 2012- 2013. Oxford: Oxford University Press.

Teaching methods

PBL

LECTURE(S)

Assessment methods

ASSIGNMENT

WRITTEN EXAM

Key words

Substantive law, the '4 freedoms'.,

Culture & Identity in a Globalizing Eur.

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS3006

ECTS credits

9.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

P.F. Peters

Description

The course aims at understanding globalisation and its relationship to identity formations in a cultural register. It examines the way different types of identity are constructed and how these processes of identity construction are linked to globalisation. The module starts with a conceptual analysis of the relations between globalisation and modernity. From this central conceptual 'core' the course extends to theoretical and empirical research into the construction of three different types of identity: religious identities, consumer identities, and digital identities. Each of the axes will be examined on three levels of abstraction. Through reading texts by Max Weber, Pierre Bourdieu and Michel Foucault the concept of globalisation is connected to the relevant canon of philosophical and sociological literature. Second, drawing on recent scholarship, the formation of religious, consumer and digital identities is studied. Third, some of the more pressing topics related to culture and identity in Europe are debated. Please note that this is an elective course and available places are limited.

Goals

At the end of this course students will be able to:

- Reflect on theoretical research on globalisation, culture and identity;
- Analyse contemporary problems related to globalisation in a cultural register;
- Develop theoretically informed positions on topical issues linked to European debate on globalisation and identity.

Instruction language

EN

Prerequisites

Recommended literature

- Beck, U. (2000). What is globalisation? Cambridge: Polity Press.

Teaching methods

PBL

LECTURE(S)

Assessment methods

ASSIGNMENT

WRITTEN EXAM

Key words

Globalisation, culture and identity.,

Lifting the Iron Curtain. Central and Ea

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS3007

ECTS credits

9.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C. Dumbrava

Description

This course surveys historical, political, cultural developments of Central and Eastern Europe (CEE) within the overall context of EU integration process. CEE is defined broadly as an area east and south-east of the borders of the EU prior to 2004, thus covering the new EU member states from Central Europe, the Balkans, as well as some of the Soviet successor-states. While this course concentrates foremost on CEE, it will never the less consider the challenges posed by Russia on the region. After CEE's return to diversity over two decades ago, this course will trace the region's cultural, political and sociological legacies in a rigorous discussion and in light of more recent political developments and place these in a wider geopolitical context. Some of the key questions are: how did common historical experiences prepare countries of the region for the challenges of globalisation at the turn of the 21st century? Along which lines do the political fault-lines of the region run? Have CEE democracies consolidated, in other words, is the transition over? What impact did Europeanisation have on these countries so far? Also a comparison between the 1989 'revolutions' and the more recent 'coloured revolutions' in the post-Soviet space is made. Please note that this is an elective course and available places are limited.

Goals

At the end of this course students will:

- Have become familiar with and have acquired knowledge about a new region: East Central Europe;
- Be able to systematically analyse long term historical and political developments in East Central Europe since the end of the Second World War. This increased understanding of the history and politics of Europe's half-forgotten continent (1945-2012) is of key importance whenever students wish to analyse EU relations with/and the politics of the new South East European member states;
- Be able to write an essay about some of the pertinent questions regarding East Central Europe to demonstrate an understanding of the larger lines of development since 1945/1989.

Instruction language

EN

Prerequisites**Recommended literature**

- Judt, T. (2005). Post war. A history of Europe since 1945. New York: Penguin.
- Rothschild, J. & Wingfield, N. (2007). Return to diversity. A political history of East Central Europe since World War II. New York: Oxford University Press.
- Schöpflin, G. (1993). Politics in Eastern Europe. Oxford: Blackwell.

Teaching methods

PBL

Assessment methods

WRITTEN EXAM

TAKE HOME EXAM

PRESENTATION

Key words

East Central Europe, history of communism, revolutions, communist, legacy, transition, democratisation, Russia, coloured revolutions.,

Quantitative Data Analysis 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

EUS3502

ECTS credits

3.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

G.I. Bosse

Description

For those who would like to further improve their quantitative research skills, this course is an optional follow-up training. Students will be able to conduct surveys for the business sector, NGO's and cultural organisations in Maastricht and across the Euroregion Maas-Rhine. The course culminates in a one-day conference where students present their research findings and policy recommendations to their host organisations, the media and the wider public. Please note that this is an elective skills training and available places may be limited; in periods 4 and 5 students choose two out of the three offered skills of 3 ECTS each.

Goals

At the end of this course, students will possess:

- The ability to respond to the demands of professional organisations and to develop a research design for quantitative data analysis in a 'real' policy-making context;
- The ability to plan and carry out surveys among a larger population;
- The ability to report the research findings to a non-academic audience;
- The ability to formulate policy recommendations

Instruction language

EN

Prerequisites

Participation in and completion of QDAI (Year 2), or equivalent course at another faculty.

Recommended literature

- Field, A. (2005). Discovering statistics using SPSS (and sex, drugs and rock 'n' roll). (2nd ed.). London: SAGE

Publications.

Teaching methods

RESEARCH

PBL

Assessment methods

WRITTEN EXAM

PRESENTATION

Key words

Quantitative data analysis, SPSS, survey research, policy-oriented, research,

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

- Held, D. (2006). *Models of democracy*. (3rd ed.). Cambridge: Polity Press

Teaching methods

PBL

Assessment methods

WRITTEN EXAM

Key words

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

After Babel. Language Policies in Europe

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS3004

ECTS credits

9.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C.J. van Leeuwen

Description

The course aims to give students a general introduction into the field of language policy, with a special regard to Europe, its countries and regions and the Institutions of the European Union. Students will thus familiarise with all kinds of language issues in Europe and the EU. They will explore some history of the European language policies and learn about general conceptions of language planning, language use, language learning and multilingualism. Within this process of exploration students are likely to come across some widespread misconceptions and prejudices concerning language, as these still play a significant role in European and national discussions. The course focuses on various topics: language & society, language & politics, language & nation, language & geography, language & migration, language & culture, language & identity, language & business, language & media. Please note that this is an elective course and available places are limited.

Goals

Following the course, students will gain insight into: • Current issues and recent history of language policy in Europe and European countries; • The role of language issues in other European policy domains; • Codes of conduct in multilingual environments; • Concepts and arguments generally used in sociolinguistics, language policy and language planning; • The manifold relation between language and identity. The course also offers a first introduction into the research domain of language policy. Students will get familiar with the organisation of the discipline, some of its handbooks, resources and methodology. The course book contains a list of concepts and terms students are supposed to know and use actively during the discussions and in the assignments.

Instruction language

EN

Prerequisites

Recommended literature

• Baker, C. (2005). The care and education of young bilinguals. An introduction for professionals. Clevedon: Multilingual Matters. • De Swaan, A. (2001). Words of the world. The global language system. Cambridge: Polity. • Ross, A. (2003). Europäische Einheit in babylonischer Vielfalt. Die Reform des Sprachenregimes der Europäischen Union im Spannungsfeld von Demokratie und Effizienz. Frankfurt a.M: Lang. • Trudgill, P. (2000). Sociolinguistics. An introduction to language and society. (4th ed.). London: Penguin Books. • Wright, S. (2005). Language policy and language planning. From nationalism to globalization. Basingstoke: Palgrave Macmillan.

Teaching methods

ASSIGNMENT(S)

LECTURE(S)

SKILLS

Assessment methods

ASSIGNMENT

PARTICIPATION

ORAL EXAM

WRITTEN EXAM

Key words

Multilingualism, language policies, language behaviour,, sociolinguistics.,

External Relations of the European Union

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS3005

ECTS credits

9.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

K.M. Pomorska

Description

This course makes students acquainted with the specific and multi-faceted nature of EU foreign policy. It does not follow a purely institutional track, but departs from the internal and external challenges an enlarged EU is facing. The course consists of two different parts. The first part introduces students into the general framework of EU external relations: objectives, institutions, instruments, areas. It puts heavy emphasis on the unique nature of common foreign policy and evaluates its strengths and weaknesses as structural and traditional foreign policy. Moreover, it confronts EU foreign policy with the broader international context and major challenges at the beginning of the 21st century. In the second part students make an in-depth study of the EU external policy towards a third country or regional organisation. Please note that this is an elective course and available places are limited.

Goals

At the end of the course students will be able to: • Understand the main concepts and academic debates related to the external relations of the European Union; • Critically assess the role of the EU in the world and analyse it.

Instruction language

EN

Prerequisites

Recommended literature

- Hill, C. & Smith, M. (2011). International relations of the European Union. (2nd ed.). Oxford: Oxford University Press.

Teaching methods

LECTURE(S)

Assessment methods

FINAL PAPER

WRITTEN EXAM

Key words

External relations, CFSP, trade, development.,

A long and winding road

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

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

Code

EUS3020

ECTS credits

9.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C.S. Germond

Description

This is an e-learning course which combines online PBL tutorials, group work, video lectures, and video conferences with scholars from Maastricht University, Bilkent University, and experts from EU institutions. The course offers students in-depth theoretical and empirical insights into the process of EU enlargement. The course starts with an introduction to the basic contents and context of EU enlargement policy, accession conditionality, and the theoretical debates on the 'deepening' and 'widening' of the EU. Students then learn about the history of EU enlargement and the implications each round of enlargement had for EU policy making and its institutional and constitutional dimensions, including the Treaty of Lisbon. The course also examines EU policies towards the countries in its closer neighbourhood and the feasibility of future EU enlargements. A special emphasis is placed on the prospect of the accession of Turkey to the EU, which will be the subject of a series of video conferences with professors and students at Bilkent University. Please note that this is an elective course and available places are very limited.

Goals

The main objective of this course is to acquaint students with the process of European Union enlargement, which is one of the key aspects of European integration process. The course promotes innovative teaching methods (e-learning) in line with the Bologna Process and is organised in collaboration with Bilkent University, Ankara.

Instruction language

EN

Prerequisites

In order to participate in online activities students are encouraged to have a computer/laptop with broadband internet

connection, a videocamera, and a headset

Recommended literature

- Nugent, N. (2004). European Union enlargement. Oxford: Oxford University Press.

Teaching methods

PBL

LECTURE(S)

Assessment methods

FINAL PAPER

PRESENTATION

TAKE HOME EXAM

Key words

EU enlargement, EU accession, conditionality policy, Turkey, European, Neighborhood, e-learning,

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

EN

Prerequisites

Recommended literature

• Baker, S. (2006). Sustainable development. London: Routledge. • Beck, U. (1992). Risk society. London: Routledge. • Cioc, M. (2002). The Rhine. An eco-biography. Seattle: University of Washington Press.

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 worldsystem;
- 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**

- McNeill, W.H. & McNeill, J.R. (2003) The human web. A bird' s eye view of human history. New York: W.W. Norton. • C. Ponting (1991), A green history of the world, New York: Penguin.

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 field 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

Rubin, H. J. & Rubin, I.S. (2012). Qualitative Interviewing. The Art of Hearing Data. (3rd edition). London: Sage

Teaching methods

PBL

Assessment methods

WRITTEN EXAM

Key words

Qualitative interviewing, methodology, analysis,

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 20th century. Through case studies, philosophy and literature it looks at the way in which Western identity-discourses and its colonial subcode have formed dichotomies like self and other, black and white, the Orient and the West, male and female, hetero- and homosexual, upper, middle and lower class and how these 'differences' became social inequalities. The course follows Foucault's discourse theoretical approach and asks how these 'differences' were conceptualized and sometimes newly invented in (medical) science, philosophy and Orientalist-colonial discourse. Adorno- Horkheimer's dictum of a Dialectic of Enlightenment is taken as a meaningful starting point: The aim of modern age was to "liberate human beings from fear and install them as masters of nature". Enlightenment promised liberty, democracy and equality yet at the same time it has built the crucial forms of in- and exclusion which structure society and individual identities until the present day. The failure and paradoxes of the promises of modern "progress" are questioned in the course. Students will get a first introduction into classical theories of gender, Orientalist- and post-colonial studies and critical (discourse-) theory.

Goals

Instruction language

EN

Prerequisites

Recommended literature

Joseph Conrad: Heart of Darkness (1899, 1995) Penguin Classics Ann Mc Clintock: Imperial Leather: Race, Gender and

Sexuality in Colonial Contest, Routledge 1995 Thomas Laqueur: Making Sex: Body and Gender from Antiquity to Freud, Harvard University Press 1990, Michel Foucault: The History of Sexuality Vol 1, London 1978.

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**

John Eakin: How Lives become Stories. Making Selves, 1999

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. The approach is international and comparative.

Goals

Instruction language

EN

Prerequisites

none

Recommended literature

Teaching methods

PBL

Assessment methods

FINAL PAPER

PARTICIPATION

Key words

Art, culture, cultural policy,

Museum Meanings

Academic year 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,

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,

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, Looted Art (electronically available on ELEUM and provided as PDF by e-mail) and different articles on ELEUM. During the course period, Maastricht will be the host of the TEFAF (13th - 22nd of March 2015), the most important international fine art fair in Europe. In the past, several art experts have come to provide a lecture during the course, and visiting the TEFAF with the newly gained insights into the art market, will be even more impressive. A special conference will be organized at the end of the TEFAF on the 22nd and 23rd of March. One does not have to be an art lover to find the course Law and Art - The Free Movement of Cultural Property an interesting choice. Compassion for art is therefore not a condition, just an extra. Even a philistine would enjoy the intriguing art law cases and legal problems. Participants will in principal be assessed on the basis of a paper in the area of art law /cultural heritage law. The paper should be written according to academic standards. The paper should include a literature list. References should be in footnote format. This course is also part of an interfaculty MINOR

Goals

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

Instruction language

EN

Prerequisites

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

Recommended literature

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

Teaching methods

LECTURE(S)

Assessment methods

FINAL PAPER

Key words

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

Greig, A., Hulme, D., & Turner, M. (2007). Challenging Global Inequality; Development Theory and Practice in the 21st

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

Davis, M. (2006), Planet of Slums. London: Verso. (+ 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

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

Castles, S., de Haas, H. and Miller, M. (2013 [5th ed.]). The Age of Migration. International Population Movements in the Modern World. Basingstoke: Palgrave Macmillan.

Teaching methods

LECTURE(S)

Assessment methods

PARTICIPATION

FINAL PAPER

PRESENTATION

Key words

Migration, academic writing, symposium,

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

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**

Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Oxford: Picador.

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

Academic year 2014-15

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.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

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 "Birthing 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

Shane, S. 2004. Academic Entrepreneurship: University Spinoffs and Wealth Creation. Aldershot: Edward Elgar. Reader with papers & cases

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

Brooks, A. 2009. Social & Environmental Entrepreneurship: A modern approach to social venture creation. Pearson Prentice Hall, London. Schaper, M. 2005. Making ecopreneurs: developing environmental entrepreneurship. Burlington, VT: Ashgate. Reader with papers & cases

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 concepting. 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/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") 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

Lumsdaine, E., & Binks, M. 2006. Entrepreneurship from Creativity to Innovation: Effective Thinking Skills for a Changing World: Trafford Publishing. Epstein, R. 2000. The big book of creativity games: quick, fun activities for jumpstarting innovation. New York: McGraw-Hill. Reader with papers & cases

Teaching methods

PBL

LECTURE(S)

ASSIGNMENT(S)

PAPER(S)

Assessment methods

ATTENDANCE

FINAL PAPER

PARTICIPATION

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 one 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

Recommended texts: Literature Craft & Voice, Nicholas Delbanco and Alan Cheuse, editors. McGraw Hill. ISBN 978-0-07-310444-7 and The Art of the Short Story. Dana Gioia and R.S. Gwynn, editors. Pearson Longman ISBN 978-0-321-36363-3 and Chekhov short stories: <http://www.ibiblio.org/eldritch/ac!jr!>

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

Why Translation Matters, Edith Grossman. (required) Le Ton Beau de Marot, Douglas R. Hofstadter. (recommended)
Manguel and Guadalupi's "Dictionary of Imaginary Places". (recommended)

Teaching methods

PBL

Assessment methods

ATTENDANCE

PORTFOLIO

Key words