# University College Maastricht Course Catalogue 2025-2026

**Disclaimer**

The information contained in this course catalogue serves as the primary and authoritative source regarding courses offered during the upcoming academic year. While every effort has been made to ensure the accuracy and completeness of the information provided, UCM accepts no liability for any errors, omissions, or changes that may occur. UCM reserves the right to modify, add, or remove courses, as well as to alter course content, schedules, and other related details at any time.

# A NOTE ON THE 2025-2026 UCM COURSE CATALOGUE – OVERVIEW OF MOST IMPORTANT CHANGES

On behalf of the UCM Curriculum Committee, the contributing faculties and the staff, UCM is pleased to present the course catalogue for 2025-2026. The new course catalogue brings with it the usual changes of course titles, periods, prerequisites and the like, all detailed in the descriptions that you can find in this document and in the online version of the catalogue. Furthermore, there are several new modules, while others have been retired. All major changes to the catalogue have been carefully reflected upon in consultation with the Curriculum Committee, the Educational Program Committee, staff and faculties.

To help you make an informed course selection, please have a look below for a brief overview of the most significant changes.

<u>New modules:</u>
Several new modules have been added to strengthen the curriculum, these include:

- *HUM2009 Bullshit! Understanding Anti-Intellectualism*
- *HUM2010 Language, Culture, and Society I: An Introduction to the Field*
- *HUM3002 Language, Culture and Society II: Analyzing language*
- *HUM3001 Critical Theory as a Method: Reconstruction, Diagnosis, and Emancipation in Contemporary Societal Challenges*
- *PRO3027 Bullshit! Debunking Anti-Intellectualism*
- *PRO3028 Science Communication: Disseminating your Research to Broader Audiences*
- *SKI2091 Bullshit! Identifying Anti-Intellectualism*
- *SSC3004 Innovation and Transformative Technologies: The Case of AI – Shaping Industries, Economies, and Societies*

<u>Discontinued modules</u>
Many of the newly added modules are meant to fill gaps created by discontinued courses. The courses that had to be discontinued are:

- *HUM1010 Common Foundations of Law in Europe*
- *HUM2031 Cultural Studies 2: Visual Cultures*
- *HUM3042 Biopoetics*
- *HUM3044 Philosophy of Language*
- *PRO2003 Writing Project: "The Journal"*
- *SSC3041 Economics and Society in Contemporary Asia*

<u>Changes in periods</u>
Some courses have been moved from one period to another. Either this was done to optimize their placement in the curriculum and improve possibilities for course selection; or to ensure that these courses can continue to be offered, taking into account staff availability. Please see the table below for an overview:

| **Period Change** | | |
|---|---|---|
| Name | From | To |
| *SCI2045 Ecology and Resource Management* | 1 | 5 |
| *SSC2002 International Relations: Themes and Theories* | 1 & 5 | 5 |
| *SSC2019 Social Psychology* | 2 | 1 |
| *SSC2037 Peace and Conflict Studies* | 4 | 1 |
| *SSC3054 International Economic Law: Trade, Investment and Sustainability (previously named International Trade Law; see below)* | 1 | 4 |

| | | |
|---|---|---|
| *UGR3002 The Documentary: Doing Visual Ethnographic Research* | 4-6 | 1-3 |

Next to the above, due to the absence of a February intake since the last academic year, the *Introduction to Research Methods* trajectory that is mandatory for all second semester students will only be offered in periods 4-6 and no longer in periods 1-3.

Changes in name[1]

A few courses have been adapted in name to reflect the course content better in the name.

| **Old name** | **New name** |
|---|---|
| *HUM1003 Cultural Studies 1: Doing Cultural Studies* | *HUM1003 Introduction to Cultural Studies: Doing Cultural Studies* |
| *HUM3050 A Cultural Critique of our Aging World* | *HUM3050 Aging and Ageism: A Cultural Critique* |
| *SCI2017 Organic Chemistry* | *SCI2017 Fundamentals of Organic Chemistry* |
| *SKI2005 Back to the Sources* | *SKI2005 Back to the Sources: Critical, Source based Research* |
| *SSC3051 Contemporary Critical Security Studies* | *SSC3051 Rethinking Security: Global Challenges and Critical Responses* |
| *SSC3054 International Trade Law: Globalization, Trade and Development* | *SSC3054 International Economic Law: Trade, Investment and Sustainability* |
| *SSC3060 Extractivism and Environmental Justice in Latin America and the Global South* | *SSC3060 Extractivism and Environmental Justice* |

Updated Appendix

Next to these changes, please be aware that UCM updated the appendix to the course catalogue. This implies that several courses are still open to UCM students at the Maastricht Science Program (MSP) and at University College Venlo (UCV). The number of courses available has been expanded. Please check the last section of the Course Catalogue for an overview.[2]

More information needed?

We hope this overview of the main changes will prove useful. For further details on all courses offered, check the catalogue for the course descriptions. Please be aware that if you need information beyond what is provided in the catalogue, you can find all course manuals of previous editions of the courses on CANVAS on the 'Communication UCM' pages (in the modules section).

Check also the UCM web catalogue:
https://curriculum.maastrichtuniversity.nl/education/bachelor/university-college-maastricht/courses-curriculum
There you can get the most up to date information about course coordinators, which is not included in the course descriptions in this document.

[1] Please note that you cannot take the courses that have changed their name again if you have already taken them under their previous name in the past, as the content of the courses has not sufficiently changed.

[2] Since MSP and UCV are sister programs of UCM, the courses listed in the appendix to the UCM course catalogue, but taken at MSP and UCV, are considered internal courses for purposes of graduation, meaning that they do not count towards the 60 ECTS maximum for external education (keep in mind though that you still need a minimum of 90 credits from modules within the UCM course catalogue). However, UCM cannot guarantee that there is no clash of schedules between these courses and the courses offered at UCM, and students will have to register for these courses through the special course-booking module on the intranet, indicating backup courses on the course registration form.

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## *Introduction*

The UCM Course Catalogue 2025-2026 provides you with essential information about the courses offered at University College Maastricht during the 2025-2026 Academic Year.

Courses are listed with a course title and a course code. The course code refers to the part of the College program to which a course belongs and to the level of the course. Every course counts for 5 ECTS (European Credit Transfer System), except Skills, that are 2.5 ECTS each and the UCM Capstone which represents 20 ECTS. A full study load consists of 30 ECTS per semester and 60 ECTS per academic year.

**Course code abbreviations**

The course code consists of three letters and a four digit number.

These are the three letter abbreviations:

| | |
|---|---|
| COR | Academic Core |
| HUM | Humanities |
| SCI | Sciences |
| SSC | Social Sciences |
| SKI | Skills |
| PRO | Project |
| CAP | Capstone |
| UGR | Undergraduate Research |

The first digits of the four digit number in the course code indicate the level of a course:

1 = 1000-level introductory courses (open to all students)
2 = 2000-level intermediate courses (may have prerequisites)
3 = 3000-level advanced courses (do have prerequisites)

The four digit number of the course code refers to the course number.

**Undergraduate Research / MaRBle (UGR), Undergraduate Research / The Documentary and Applied Research & Internship Project**

Please note that UGR3001 Undergraduate Research / MaRBle, UGR3002 Undergraduate Research / The Documentary: Doing Visual Ethnographic Research and UGR3003 Applied Research & Internship Project are only open to students that have been accepted into these courses.

**Prerequisites and recommendations**

A number of course descriptions include prerequisites or recommendations. Note that *prerequisites* are required courses: you must have passed these courses in order to be allowed to join a course. Courses that are *recommended* are not mandatory. They are suggested by the coordinator and may add to your performance in the course.

For several 2000-level courses within the Sciences, it is possible to request a waiver for the prerequisite 1000-level course if you have already taken relevant courses during your previous education. On the next page you will find an indicative checklist for the topics that you should have covered in order to receive such a waiver.

## *Checklists for secondary school mathematics and sciences*

The checklists below summarize the topics expected to be covered at secondary school for those requesting waivers for several 2000-level science courses:

A) Mathematics (SCI-M)
B) Physics (SCI-P)
C) Chemistry (SCI-C)
D) Biology (SCI-B)

### ***A) SCI-M. Checklist for Mathematics***

Attitude towards mathematics: ability and willingness to think and reason at an abstract level

**Elementary knowledge of calculus:**

- reading equations
- solving simple equations
- analyzing functions
- functions and inequalities
- integers and polynomials
- rational numbers

**Elementary knowledge of algebra:**

- slopes and lines
- algebraic addition, subtraction, multiplication, and division
- solving algebraic equations
- exponents and powers
- linear systems
- factoring

**Elementary knowledge of geometry:**

- points and lines
- angles
- polygons and symmetry
- triangles
- perimeters and areas
- circles
- trigonometry, sinus, co sinus

### ***B) SCI-P. Checklist for Physics***

**Elementary knowledge of electricity and magnetism:**

- potential, current, resistance, capacitor, simple electrical circuits
- direct and alternating current, period, frequency
- electrical energy, heat production, kWh
- semiconductors, diodes
- AD-converter
- positive and negative charges, electrical field
- magnetic field and flux, Lorentz force
- electron tubes in oscilloscope, TV, and X-ray
- linear accelerators
- electromagnetic induction, electrical motor, dynamo, transformer

**Elementary principles of mechanics:**

- position, distance, speed, acceleration, speed as a tangent
- gravity, trajectories, falling time and final velocity of objects
- representation of forces as vectors, addition of vectors
- Newton's laws: inertia, momentum, force F = m. a
- lever and pulley
- work, potential and kinetic energy
- rotation, centripetal acceleration, Newton's law of gravitation

**Elementary principles of thermodynamics:**

- pressure, volume and temperature, Boyle's law
- phase diagrams, (heat of) melting, evaporation, sublimation
- relation between atomic and macroscopic properties in gases
- equivalence of work and heat, specific heat
- first law of thermodynamics: conservation of energy

**Elementary principles of waves and radiation:**

- longitudinal and transversal waves, amplitude, wavelength, frequency
- harmonic oscillation
- radiation energy, dB
- sound waves, standing waves on a string and in a pipe, overtones
- resonance, Doppler effect
- optical waves, refraction, reflection, Snell's law, polarization
- light as electromagnetic radiation, velocity, color and frequency
- lenses and image formation, the eye, glasses, microscope
- double slit experiment, phase differences, interference, optical grids
- emission and adsorption spectrum
- radioactivity, isotopes, alpha-, beta and gamma-radiation

## ***C) SCI-C. Checklist for Chemistry***

**Elementary knowledge of atomic and molecular structure:**

- charge and mass of atomic nucleus, protons, neutrons, valence electrons
- classification of elements in the periodic table
- metals and non-metals, noble gases
- bonding: covalent, ionic, polar, van der Waals
- hydrophilic and hydrophobic substances, detergents
- understanding and naming of structural formulae

**Elementary knowledge of organic chemistry:**

- polymerization, structure and properties of synthetic polymers
- formation of natural fuels: coal, oil and gas
- total and partial oxidation: carbon dioxide and mono-oxide
- saturated and unsaturated hydrocarbons
- aromatics, ethers, alcohols, ketones, carbon acids, esters, amino acids
- stereo-isomers, optical activity, asymmetric carbon atom
- starch, cellulose, proteins, nucleic acids

**Elementary knowledge of chemical reactions and analysis:**

- reaction types: substitution, addition, esterification, hydrolysis
- weak and strong acid and bases, salts, buffers, pH
- redox reactions, batteries
- activation energy, reaction velocity
- law of mass action, chemical equilibrium, dissociation constant
- influence of temperature, pressure and the presence of catalysts
- concentration units, moles, molar volume of gases
- extraction, adsorption, distillation, filtration, centrifugation, sedimentation
- chromatography, spectrophotometry

## ***D) SCI-B. Checklist for Biology***

**Elementary knowledge of the structure and function of:**

- ecosystems, population, species, evolution, biodiversity
- competition, predation, symbiosis, biotic and a-biotic factors
- differences in animals, plants, fungi and bacteria
- organs, senses and tissues in animals and plants
- structure-function relations in movement, digestion, transport, procreation
- cells: nucleus, mitochondria, ribosomes, endoplasmic reticulum, Golgi-system
- cell membranes and receptors

**Elementary knowledge of genetics and embryonic development:**

- chromosomes, genes, genetic code, dominant and recessive alleles
- meiosis and mitosis
- DNA, nucleotides adenine, guanine, cytosine and thymine
- mRNA, tRNA, protein synthesis, replication, transcription, translation
- single- and double-stranded DNA, RNA viruses
- genotype, fenotype; influence of environment
- mutations, recombinant DNA technique, plasmids, cell fusion
- breeding, selection, genetic modification
- hereditary disorders, X-linked genes, prenatal diagnostics
- formation and transport of egg and sperm cells
- effects of hormones on menstrual cycle
- anti-conception, artificial insemination, in vitro fertilisation
- role of oviduct, uterus, placenta, umbilical cord

**Elementary knowledge of energy cycle and metabolism:**

- role of the sun as source of energy, biomass
- photosynthesis and plant metabolism
- breakdown of carbohydrates and fat to water and carbon dioxide
- aerobic and anaerobic metabolism, role of ATP
- role of proteins, enzymes, transporters, receptors
- proteins and formation of nitrogen containing substances
- role of digestive tract and nutrient transport by blood and lymph
- function of the heart, lung, kidney and liver in metabolism
- role of micro-organisms in the carbon and nitrogen cycles
- waste management, pollution, global warming, acid rain

**Elementary knowledge of homeostasis:**

- homeostatic control: detection, comparison, effectors
- role of the nervous system, action potential, neurotransmitters
- role of the endocrine system, hypothalamus, pituitary gland, hormones
- role of skin in regulation of body temperature
- role of immunological system in body defense, blood groups, vaccines

# Academic Calendar University College Maastricht 2025 - 2026

**Summer**

| week 28 | week 29 | week 30 | week 31 | week 32 | week 33 | week 34 | week 35 |
|---|---|---|---|---|---|---|---|
| 7/7 -11/7 | 14/7 - 18/7 | 21/7 - 25/7 | 28/7 - 1/8 | 4/8 - 8/8 | 11/8 - 15/8 | 18/8 - 22/8 | 25/8 - 29/8 |
| | SBE | | | | P1 | | |
| | R1 | | | | | | INTRO |

## Fall Semester 1

**Period 1**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | No education |
|---|---|---|---|---|---|---|---|
| week 36 | week 37 | week 38 | week 39 | week 40 | week 41 | week 42 | week 43 |
| 1/9 - 5/9 | 8/9 - 12/9 | 15/9 - 19/9 | 22/9 - 26/9 | 29/9 - 3/10 | 6/10 - 10/10 | 13/10 - 17/10 | 20/10 - 24/10 |
| | R2 | | | | P2 | Exams P1 | Prep week |

**Period 2**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | No education | Christmas Holiday | Christmas Holiday |
|---|---|---|---|---|---|---|---|---|---|
| week 44 | week 45 | week 46 | week 47 | week 48 | week 49 | week 50 | week 51 | week 52 | week 1 |
| 27/10 - 31/10 | 3/11 - 7/11 | 10/11 - 14/11 | 17/11 - 21/11 | 24/11 - 28/11 | 1/12 - 5/12 | 8/12 - 12/12 | 15/12 - 19/12 | 22/12 - 26/12 | 29/12 - 2/1 |
| | | D | | | | P3 | | | |
| | R3 | | | | R4 | Exams P2+Resits P1 | | | |

**Period 3**

| 1 | 2 | 3 |
|---|---|---|
| week 2 | week 3 | week 4 |
| 5/1 - 9/1 | 12/1 - 16/1 | 19/1 - 23/1 |
| | P4 | |

## Spring Semester 2

**Period 4**

| 1 | 2 | 3 | Carnival | 4 | 5 | 6 | 7 | No education |
|---|---|---|---|---|---|---|---|---|
| week 5 | week 6 | week 7 | week 8 | week 9 | week 10 | week 11 | week 12 | week 13 |
| 26/1 - 30/1 | 2/2 - 6/2 | 9/2 - 13/2 | 16/2 - 20/2 | 23/2 - 27/2 | 2/3 - 6/3 | 9/3 - 13/3 | 16/3 - 20/3 | 23/3 - 27/3 |
| | | | | | | | P5 | |
| | | | R5 | | | | Exams P4+Resits P2/3 | Prep week |

**Period 5**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|
| week 14 | week 15 | week 16 | week 17 | week 18 | week 19 | week 20 | week 21 |
| 30/3 - 3/4 | 6/4 - 10/4 | 13/4 - 17/4 | 20/4 - 24/4 | 27/4 - 1/5 | 4/5 - 8/5 | 11/5 - 15/5 | 18/5 - 22/5 |
| | | | | | | | D |
| | | R6 | | | | P6 | Exams P5+Resits P4 |

**Period 6**

| 1 | 2 | 3 | | | |
|---|---|---|---|---|---|
| week 22 | week 23 | week 24 | week 25 | week 26-33 | week 34 |
| 25/5 - 29/5 | 1/6 - 5/6 | 8/6 - 12/6 | 15/6 - 19/6 | 22/6 - 21/8 | 24/8 - 28/8 |
| | | | | | |
| | | | Resits P5 | Summer Break | |

**LEGEND:**

- Publication timetables
- Exams & Resits
- Deadline course registration LAS colleges MSP/UCV/UCM
- Introduction exchange students
- Introduction days September enrollment
- Deadline registration external education
- Prep week; study, prepare and reflect
- No scheduled educational activities
- Graduation ceremony 2025-2026
- Deadline Late Enrolment
- Deadline Withdraw from course

# Start academic year 2025-2026

| Fall Semester 2025-2026 | From | Till |
|---|---|---|
| Period 1 7 weeks | September 1, 2025 | October 17, 2025 |
| Period 2 7 weeks | October 27, 2025 | December 12, 2025 |
| Period 3 3 weeks | January 5, 2026 | January 23, 2026 |

| Spring Semester 2025-2026 | From | Till |
|---|---|---|
| Period 4 7 weeks | January 26, 2026 | March 20, 2026 |
| Period 5 8 weeks | March 30, 2026 | May 22, 2026 |
| Period 6 3 weeks | May 25, 2026 | June 12, 2026 |

## Overview public holidays academic year 2025 - 2026

| Fall Semester 2025 | |
|---|---|
| December 15, 2025 - January 2, 2026 | Christmas Break |

| Spring Semester 2026 | |
|---|---|
| February 16 - 20 , 2026 | Carnival |
| April 3, 2026 | Good Friday |
| April 6, 2026 | Easter Monday |
| April 27, 2026 | King's Day |
| May 4, 2026 | Bridging Day |
| May 5, 2026 | Liberation Day |
| May 14, 2026 | Ascension Day |
| May 15, 2026 | Bridging Day |
| May 25, 2026 | Whit Monday |
| June 15, 2026 - August 28, 2026 | Summer Break |

| Preliminary dates 2026-2027 | |
|---|---|
| August 24 - 26, 2026 | Introduction days September bachelor enrollment |
| August 31, 2026 | Start academic year 2026-2027 |

## Exams & Resits

| Week number | From | Till |
|---|---|---|
| Week 42 Exams P1 | October 13, 2025 | October 17, 2025 |
| Week 50 Exams P2 & Resits P1 | December 8, 2025 | December 12, 2025 |
| Week 12 Exams P4 & Resits P2 | March 16, 2026 | March 20, 2026 |
| Week 21 Exams P5 & Resits P4 | May 18, 2026 | May 22, 2026 |
| Week 25 Resits P5 | June 15, 2026 | June 19, 2026 |

## Deadline course registration external education

| | |
|---|---|
| Deadline registration S1, P1 & P1-P2 | July 20, 2025 |
| Deadline registration P2 | September 14, 2025 |
| Deadline registration P3 | November 9, 2025 |
| Deadline registration S2, P4 & P4-P5 | December 7, 2025 |
| Deadline registration P5 | February 22, 2026 |
| Deadline registration P6 | April 19, 2026 |

## Deadline Late Enrolment

| | |
|---|---|
| Deadline Period 1 | August 1, 2025 |
| Deadline Period 2 | September 26, 2025 |
| Deadline Period 3 | November 28, 2025 |
| Deadline Period 4 | January 9, 2026 |
| Deadline Period 5 | March 6, 2026 |
| Deadline Period 6 | May 1, 2026 |

## Deadline withdraw from course

| | |
|---|---|
| Deadline Period 1 | September 5, 2025 |
| Deadline Period 2 | October 31, 2025 |
| Deadline Period 3 | December 5, 2025 |
| Deadline Period 4 | January 9, 2026 |
| Deadline Period 5 | April 2, 2026 |
| Deadline Period 6 | May 29, 2026 |

## Publication timetables:

| | |
|---|---|
| Publication timetables period 1 | August 14, 2025 |
| Publication timetables period 2 | October 9, 2025 |
| Publication timetables period 3 | December 11, 2025 |
| Publication timetables period 4 | January 15, 2026 |
| Publication timetables period 5 | March 19, 2026 |
| Publication timetables period 6 | May 13, 2026 |

## Overview important dates academic year 2025-2026

| | |
|---|---|
| August 25- 27, 2025 | Introduction days September bachelor enrollment |
| November 28, 2025 | Graduation Ceremony |
| November 14, 2025 | Deadline course registration spring semester colleges |
| January 19 - 20, 2026 | Introduction exchange students |
| May 18, 2026 | Deadline course registration fall semester colleges |

## *Course overview per period*

**PERIOD 1: SEPTEMBER 1, 2025 - OCTOBER 17, 2025**

| | |
|---|---|
| COR1003 | CONTEMPORARY WORLD HISTORY |
| COR1006 | SCIENCE, REASON AND HUMAN PROGRESS |
| HUM1007 | INTRODUCTION TO PHILOSOPHY |
| HUM1011 | INTRODUCTION TO ART; REPRESENTATIONS, PERFORMANCES AND INTERACTIONS |
| HUM1012 | POP SONGS AND POETRY: THEORY AND ANALYSIS |
| HUM2003 | THE MAKING OF CRUCIAL DIFFERENCES: 'RACE', SEXUALITY, GENDER, AND CLASS IN HISTORICAL PERSPECTIVE |
| HUM2005 | ENLIGHTENMENT AND ROMANTICISM |
| HUM2046 | SCIENCE AND TECHNOLOGY STUDIES 1: LIVING IN A TECHNOLOGICAL CULTURE |
| HUM2058 | HISTORY OF CONTEMPORARY SPIRITUALITY |
| HUM3036 | NARRATIVE MEDIA |
| HUM3043 | ACTS OF LITERATURE: THE ROLE OF PROSE, POETRY AND PLAYS IN A CHANGING WORLD |
| HUM3045 | DISTRIBUTIVE JUSTICE IN CONTEMPORARY POLITICAL PHILOSOPHY |
| HUM3052 | LIFTING THE IRON CURTAIN. MODERN AND CONTEMPORARY EASTERN EUROPE |
| HUM3001 | CRITICAL THEORY AS A METHOD: RECONSTRUCTION, DIAGNOSIS, AND EMANCIPATION IN CONTEMPORARY SOCIETAL CHALLENGES |
| SCI1004/CHE1101 | INTRODUCTION TO CHEMISTRY |
| SCI1010 | BASIC MATHEMATICAL TOOLS |
| SCI2002 | DISCRETE MATHEMATICS |
| SCI2011 | INTRODUCTION TO PROGRAMMING |
| SCI2022 | GENETICS AND EVOLUTION |
| SCI2042 | INFECTIOUS DISEASES, EPIDEMIOLOGY AND GLOBAL PUBLIC HEALTH |
| SCI3003 | OPTIMIZATION |
| SCI3007 | ENDOCRINOLOGY |
| SSC1007 | INTRODUCTION TO LAW AND LEGAL REASONING |
| SSC1029 | SOCIOLOGICAL PERSPECTIVES |
| SSC1030 | INTRODUCTION TO BUSINESS ADMINISTRATION |
| SSC2019 | SOCIAL PSYCHOLOGY |
| SSC2020 | THE ECONOMICS OF INFORMATION |
| SSC2025 | MEMORY |
| SSC2037 | PEACE AND CONFLICT STUDIES |
| SSC2046 | GLOBALIZATION AND INEQUALITY: PERSPECTIVES ON DEVELOPMENT |
| SSC2063 | THE PSYCHOLOGY OF INDIVIDUAL DIFFERENCES: PERSONALITY AND INTELLIGENCE |
| SSC2072 | LES IS MORE? AN INTRODUCTION TO DEGROWTH |
| SSC3006 | THE SOCIAL STUDY OF ENVIRONMENTAL PROBLEMS: BETWEEN NATURE, SOCIETY AND POLITICS |
| SSC3030 | THE LAW OF THE EUROPEAN INSTITUTIONS |
| SSC3036 | AMERICAN FOREIGN POLICY |
| LAN2000 | LANGUAGE TRAININGS |
| SKI1008 | INTRODUCTION TO ACADEMIC SKILLS I |
| SKI2007 | PRESENTATION SKILLS |
| SKI2049 | ARGUMENTATION I |
| SKI2085 | ETHNOGRAPHY AND QUALITATIVE INTERVIEWING I |
| SKI2088 | LAB SKILLS: GENETICS & ONCOLOGY |

**PERIOD 2: OCTOBER 27, 2025 - DECEMBER 12, 2025**

| | |
|---|---|
| COR1002 | PHILOSOPHY OF SCIENCE |
| COR1004 | POLITICAL PHILOSOPHY |
| HUM1013 | THE IDEA OF EUROPE: THE INTELLECTUAL HISTORY OF EUROPE |
| HUM2013 | THE PRESENCE OF ART: REINTERPRETING MODERN AND CONTEMPORARY ART |
| HUM2022 | DIGITAL MEDIA: DIGITALIZATION, DIGITAL CULTURES AND USER PRACTICES |
| HUM2057 | RELIGION, MYTH AND SECULARIZATION |
| HUM2059 | DATA ANALYSIS AND VISUALISATION FOR THE HUMANITIES AND SOCIAL SCIENCES |
| HUM2060 | POETRY, POETRY THEORY AND POETRY PRACTICES |
| HUM2009 | BULLSHIT! UNDERSTANDING ANTI-INTELLECTUALISM |
| HUM3014 | PHILOSOPHERS OF THE 20TH CENTURY |
| HUM3034 | WORLD HISTORY |
| HUM3040 | CRUCIAL DIFFERENCES IN THE 21ST CENTURY |

| | |
|---|---|
| HUM3049 | Science and Technology Studies 2: Science, Power and Construction of Facts |
| HUM3050 | Aging and Ageism: A Cultural Critique |
| HUM3053 | The Idea of africa |
| HUM3002 | Language, Culture and Society II: Analyzing language |
| PRO1014 | Introduction to Academic Skills II |
| PRO3023 | Instructional Design: Teaching, Learning and Assessment |
| PRO3024 | Intervention Mapping |
| SCI1005 | The Digital Enterprise |
| SCI1009 | Introduction to biology |
| SCI1016 | Sustainable Development: An Introduction |
| SCI2018 | Calculus |
| SCI2034 | Functional Neuroanatomy |
| SCI2035 | Biochemistry |
| SCI2036 | Artificial Intelligence |
| SCI3005 | Metabolism, Nutrition and Exercise |
| SCI3050 | Advances in Biomedical Sciences |
| SSC1005 | Introduction to Psychology |
| SSC1025 | Introduction to Political Science |
| SSC1027 | Principles of Economics |
| SSC2011 | European Integration; History and theory |
| SSC2028 | Classical Social theory |
| SSC2029 | Political sociology |
| SSC2048 | Intermediate Microeconomics |
| SSC2055 | Entrepreneurship |
| SSC2061 | Statistics I |
| SSC3008 | Middle Eastern Politics |
| SSC3032 | Atrocity Triangle: A course on the Causes of Gross Human Rights Violations and their Aftermath |
| SSC3033 | Economic Psychology |
| SSC3047 | Urbanisation, Development and Poverty |
| SSC3049 | Human Rights: Principles and Polemics |
| SSC3055 | Chinese international relations and foreign policy |
| SSC3004 | Innovation and Transformative Technologies:The Case of AI – Shaping Industries, Economies, and Societies |
| SKI2084 | Writing in an Academic Context: Improving Argumentation and Style |
| SKI2086 | Lab Skills: Biochemistry |
| SKI2091 | Bullshit! Identifying Anti-Intellectualism |
| SKI3002 | Argumentation II |
| SKI3052 | Ethnography and Qualitative Interviewing II |

**Period 3: January 5, 2026 - January 23, 2026**

| | |
|---|---|
| PRO1014 | Introduction to Academic Skills II |
| PRO2004 | Project Academic Debate |
| PRO2011 | Project Deep Reading |
| PRO2013 | Project Design Thinking |
| PRO3009 | Ethnography and Qualitative Interviewing III |
| PRO3014 | Science Research Project: Biomedical Engineering |
| PRO3018 | Internationally Taught Project |
| PRO3023 | Instructional Design: Teaching, Learning and Assessment |
| PRO3024 | Intervention Mapping |
| PRO3027 | Bullshit! Debunking Anti-Intellectualism |
| PRO3028 | Science Communication: Disseminating your Research to Broader Audiences |

**Period 4: january 26, 2026 - March 20, 2026**

| | |
|---|---|
| COR1003 | Contemporary World History |
| COR1006 | Science, reason and human progress |
| HUM1003 | Introduction to Cultural Studies: Doing Cultural Studies |
| HUM1016 | telling stories |
| HUM2016 | Heritage Studies: Preserving Our Natural and Cultural Pasts (and Futures) |
| HUM2018 | Cultural Diversity in a Globalizing World |

| | |
|---|---|
| HUM2021 | Exploring Historical Parallels: Learning from Medieval history |
| HUM2047 | The Future of Literature? |
| HUM2051 | Philosophical Ethics |
| HUM3019 | Totalitarian Temptation |
| HUM3029 | Literature, Art and Psychology |
| HUM3051 | Medical Humanities: Bodies & Minds, Histories of the Normal and the Pathological |
| HUM3054 | Dialogues in Philosophy: Thinking Difference - Feminism and Decolonialism |
| SCI2010 | Introduction to Game Theory |
| SCI2017 | Fundamentals of Organic Chemistry |
| SCI2031 | Immunology |
| SCI2033 | Datamining |
| SCI2037 | Cell Biology |
| SCI2040 | Microbiology |
| SCI2041 | Climate Change |
| SCI2043 | theory construction and modelling techniques |
| SCI3006 | Mathematical Modelling |
| SSC1005 | Introduction to Psychology |
| SSC1007 | Introduction to Law and legal Reasoning |
| SSC2006 | Developmental Psychology |
| SSC2007 | Intermediate Macroeconomics |
| SSC2010 | contending perspectives in economics: the case of inequality |
| SSC2018 | Brand Management and how to Communicate about Brands |
| SSC2039 | History of Western Political Thought |
| SSC2060 | Comparative Constitutional Law |
| SSC2061 | Statistics I |
| SSC2062 | Foundations of Cognitive Psychology |
| SSC2064 | Migration Studies: Flows and Concepts |
| SSC2071 | latin america: history, politics and cultures |
| SSC3009 | Public Economics |
| SSC3011 | Public Policy Evaluation |
| SSC3012 | War in World Politics |
| SSC3013 | Social Movements |
| SSC3017 | Social and Sustainable Entrepreneurship |
| SSC3023 | Philosophy of Mind |
| SSC3038 | Contemporary Social Theory |
| SSC3054 | International Economic Law: Trade, investment and Sustainability |
| SSC3061 | understanding and tackling violence |
| LAN2000 | Language Trainings |
| SKI1004 | inroduction to Research Methods I |
| SKI2005 | Back to the Sources: Critical, Source-based Research |
| SKI2007 | Presentation Skills |
| SKI2047 | Gaining Racial Literacy |
| SKI2049 | Argumentation I |
| SKI2077 | Lab Skills: Cell Biology |
| SKI3010 | Evidence Synthesis 1: Study Designs in Systematic Literature Reviewing |

**Period 5: March 30, 2026 - May 22, 2026**

| | |
|---|---|
| COR1002 | Philosophy of Science |
| COR1004 | Political Philosophy |
| HUM2007 | States and Nations in Europe, from the Middle Ages to the First World War |
| HUM2008 | Ancient Philosophy |
| HUM2030 | Media and Technology; Philosophical Perspectives |
| HUM2010 | Language, Culture, and Society I: An Introduction to the Field |
| HUM2056 | Cultural Memory and the Politics of Visualizing the Past |
| PRO3008 | Think Tank |
| PRO3025 | research studio, introduction to artistic research |
| PRO3026 | Crossing boundaries of knowledge |
| SCI2009 | Human Physiology |
| SCI2019 | Linear Algebra |

| | |
|---|---|
| SCI2039 | Computer Science |
| SCI2044 | logic |
| SCI2045 | Ecology and Resource Management: Understanding our Natural World |
| SCI3046 | Cognitive Neuroscience |
| SCI3049 | applied immunology and oncology |
| SCI3051 | Data Analytics |
| SCI3052 | Global Health: Impact of Flows of People, Goods, Knowledge and Technologies on Health and Disease |
| SSC1027 | Principles of Economics |
| SSC2002 | International Relations: Themes and Theories |
| SSC2004 | Clinical Psychology |
| SSC2008 | Organization Theory |
| SSC2009 | Corporate Finance and responsible investing |
| SSC2022 | Accounting and Accountability |
| SSC2024 | International Law |
| SSC2027 | Law and Society |
| SSC2043 | Development Economics |
| SSC2050 | Psychology and Law |
| SSC2053 | Public Health Policymaking |
| SSC2065 | Theories of Social Order |
| SSC2070 | Social Studies of Finance: The Making (and Taking) of Value in the Financialization of Our Lives |
| SSC3002 | European Foreing Policy |
| SSC3003 | The Law of the United Nations |
| SSC3018 | Statistics II |
| SSC3019 | human reasoning and complex cognition |
| SSC3034 | international economic relations: the case of europe |
| SSC3040 | Identities |
| SSC3051 | Rethinking Security: Global Challenges and Critical Responses |
| SSC3056 | Innovation Systems, Policy and Sustainability Transitions |
| SSC3059 | china and india in global governance |
| SSC3060 | Extractivism and Environmental Justice |
| SSC3062 | Education over the Life Course |
| SKI1005 | introduction to Research Methods II |
| SKI2048 | Introduction to Discourse Analysis |
| SKI2079 | Lab Skills: Human Anatomy & Histology |
| SKI2083 | International Negotiation |
| SKI2084 | Writing in an Academic Context: Improving Argumentation and Style |
| SKI3011 | Evidence Synthesis 2: Statistics Coding in Systematic Literature Reviewing |

**Period 6: May 25, 2026 - June 12, 2026**

| | |
|---|---|
| PRO1012 | Research Project |
| PRO2004 | Project Academic Debate |
| PRO3005 | Public Policy Evaluation & Analysis Project |
| PRO3008 | Think Tank |
| PRO3013 | Science Research Project: Data Science |
| PRO3017 | Evidence Synthesis 3: Write Your Own Systematic Literature Review |
| PRO3020 | tackling violence |
| PRO3025 | research studio, introduction to artistic research |
| PRO3026 | Crossing boundaries of knowledge |
| PRO3028 | Science Communication: Disseminating your Research to Broader Audiences |

**SEMESTER 1: SEPTEMBER 1, 2025 - JANUARY 23, 2026**

| | |
|---|---|
| CAP3200 | CAPSTONE |
| UGR3001 | MARBLE UNDERGRADUATE RESEARCH |
| UGR3002 | UNDERGRADUATE RESEARCH / DOCUMENTARY: DOING VISUAL ETHNOGRAPHIC RESEARCH |

**SEMESTER 2: JANUARY 26, 2026 - JUNE 12, 2026**

| | |
|---|---|
| CAP3200 | CAPSTONE |
| UGR3001 | MARBLE UNDERGRADUATE RESEARCH |
| UGR3003 | APPLIED RESEARCH & INTERNSHIP PROJECT |

# Core Courses (COR)

## *COR1002 Philosophy of Science*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall / Spring | 2 / 5 | 5 | Core | No |

**Prerequisite**
None.

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

**Description of the course**
Typical issues in this course are: What is the role of observation in science? What is a scientific explanation? What roles do theories and experiments play in science? What is the nature of scientific progress? Can we rationally decide between scientific viewpoints? In what ways are the social sciences similar to or different from the natural sciences?
The course presents an introduction to major issues in the philosophy of science. It can be divided into four parts. In the first we will deal with traditional positions on the objectivity and methodology of science, like those of logical empiricism. The second focuses on objections to this received view as formulated by critical rationalism and by Thomas Kuhn's paradigm theory. Kuhn's theory revolutionized thinking about scientific knowledge and led to the so-called sociological and historical turn in the philosophy of science. The course then addresses two fundamental problems in the field: 'Do our theories describe reality?' (The problem of realism) and 'Do we now have better knowledge than in the past' (The problem of cognitive progress). In the final part of the course problems in the philosophy of the social sciences will take center stage: How do the social sciences explain and predict events? Does the method of understanding present an alternative methodology for social science? And finally: What is the role of social science in society.

**Intended Learning Outcomes**
- To familiarize students with the philosophical foundations of the scientific method.

**Learning Resources**
- Chalmers, D. (1999). *What is This Thing Called Science?*
- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
An essay and a test with open questions.

## *COR1003 Contemporary World History*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall / Spring | 1 / 4 | 5 | Core | Yes |

**Prerequisite**
None.

**Description of the course**
The course intends to trace back current situations to their historical backgrounds. The first three tasks, under the caption "Toolkit", will therefore consist of a brief exploration of the philosophy of history and some issues regarding historical perspective, a discussion of the concepts of "state" versus 'nation' (in anticipation of issues regarding decolonization, specific regional conflicts, and possible sources of conflict in general that will be discussed in later tasks) and the global market and a discussion of the Cold War as an influential factor in recent history.

Each of the following tasks, under the captions of "Area surveys" and "Assessment of the current global situation" respectively, will be built around a case that represents the underlying problem, and both combined will lead students to specific source material. Examples of such cases are decolonization, the economic development of Asia, conflict in Africa, and the implications of a decline in Liberal Democracies and the possible decline of the US as the 'solitary superpower.'

**Intended Learning Outcomess**

- To provide students with an understanding of the main trends in politics, economics, demography, society and culture since 1945 and to put these trends in a global context.
- To develop a critical attitude towards the use of historical theory, and the interpretation of historical data and processes.
- To develop researcher and research team skills.

**Learning Resources**

- Antony Best, Jussi M. Hanhimäki, Joseph A. Maiolo and Kirsten E. Schulze, International history of the twentieth century and beyond, Third edition, Routledge. 2015.
- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
A final written exam, a research exam, a paper and a research journal.

## *COR1004 Political Philosophy*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall / Spring | 2 / 5 | 5 | Core | No |

**Prerequisite**
None.

**Description of the course**
Politics is a confusing and complex subject.

Is freedom the most important political concept? Or equality? Can freedom only work if it is equal?
What does the state mean? Is it just a territory or a bunch of buildings filled with civil servants?
Can political violence ever be justified?

These are some of the key questions we will addres in "Political Philosophy". As political philosophers we try to understand the conceptual and ideological building blocks which shape politics and which are used to justify certain regime types as well as concrete policies. We focus on the concepts and values that underpin how we (can) live together. Without looking at how arguments using concepts and values provide grounds for these beliefs and actions, it is difficult to understand why people act the way they do and believe the things they purport to believe.

This course will provide an introduction to contemporary philosophical debates about core political concepts such as *liberty, equality, the state,* and *justice* in modern liberal-democratic societies. Students will become familiar with the thought of some of the most innovative modern political philosophers, like Thomas Hobbes, Mary Wollstonecraft, John Stuart Mill, John Rawls, Frantz Fanon, Elizabeth Anderson, and Achille Mbembe. Since conceptual analysis is the core business of philosophy, students will learn to analyse concepts, to clarify fuzzy moral ideas, and to make explicit the tensions and contradictions inherent to our political lives. Students will learn how to apply these concepts to current political debate and practice.

**Intended Learning Outcomes**

- Students will understand the context and development of (modern and liberal) political philosophy as well as key lines of criticism of liberal political philosophy. Students will learn to reconstruct and critically analyze how basic concepts such as justice, equality, liberty, and the state are used in contemporary political philosophy.
- Students will apply these core concepts to various local, national, and global political issues such as migration and global justice.
- Students will be trained in normative political argumentation. They will exercise their ability to reconstruct philosophical positions, identify the grounds of these positions and arguments, and critically engage with these positions.

**Learning Resources**

- Various primary texts in political philosophy will be made available (these vary somewhat from period to period and year to year)

**Teaching and Learning Activities**
Tutorial group meetings, debates and lectures.

**Assessment Methods**
A midterm take-home paper; endterm take-home paper; one short written group assignment.

## *COR1006 Science, Reason and Human Progress*

| Semester | Period | ECTS | Concentration | Device free |
|---|---|---|---|---|
| Spring / Fall | 1 / 4 | 5 | Core | No |

**Prerequisite**
None.

**Recommended**
The written (individual) assignment in this course is closely aligned with SKI1008 Introduction to Academic Skills 1. Freshmen are recommended to take this course alongside SKI1008. This ensures that students can get additional feedback on their individual written assignment for the current core course. The same goes for students in COR1003 Contemporary World History.

**Description of the course**
Science never stands still, and for some time now, there appears to be a growing shift in intellectual enquiry and discovery toward more cross-disciplinary and interdisciplinary thinking. The core course Science, Reason and Human Progress takes this observation as a starting point. In doing so, its ultimate goal is to make students aware of the value of scientific inquiry across different academic domains and of its fundamental relevance to societal developments. Such awareness can only be developed by first getting a basic understanding of 'how scientific inquiry works'. To achieve this the course has three aims that are more specific. The first is to introduce students to scientific thought, language and behaviour and their relation to human progress. In this context, it will become clear that academic, scientific, and intellectual work interacts with political, social and moral change, which in turn often starts with scientific inquiry. The second aim is to help students develop and apply scientific inquiry skills. The third aim is teaching Liberal Arts & Science students to recognise how they can become part of this change in scientific and human progress that scientific inquiry brings about and possibly even lead it. In order to do so, throughout the course, emphasis lies on recognition of past, present and (possible) future scientific works (theory and applications).

**Intended Learning Outcomes**
- Students learn to recognise, define, and analyse scientific and intellectual achievements grounded in enlightenment and describe their relation to human progress.
- Students learn to review scientific theory and thought, scientific jargon and its application in a critical manner.
- Students are encouraged to recognise and illustrate the interdisciplinary nature of successful scientific endeavour
- Students are trained to apply the scientific inquiry method. In addition, they practice cross- and interdisciplinary thought and use it to review and report solutions to a real-world issue

**Learning Resources**
- Chapters/ textbook t.b.a.
- E-readers

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
An individual scientific inquiry paper and an (group) paper (i.e. writing an interdisciplinary practise-focussed work for a simulation client).

# Humanities (HUM)

## *HUM1003 Introduction to Cultural Studies: Doing Cultural Studies*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Humanities | No |

**Prerequisite**
None.

**Description of the course**
Cultural Studies is a wide-ranging interdisciplinary inquiry into the ways in which contemporary culture, especially popular culture, operates and functions. It explores how cultural processes and artefacts are produced, distributed, and consumed, and traces the diverse ways in which people shape and transform culture particularly in relation to issues of identity, difference, and power. In contrast to more traditional approaches to culture, Cultural Studies focuses not merely on 'elevated' cultural objects such as 'great' works of art and literature, but also - and primarily - deals with more mundane cultural phenomena. Addressing topics that range from fashion advertisements to Instagram, and from science fiction to Lady Gaga, Cultural Studies zooms in on seemingly familiar, yet highly complex, practices of everyday life.

This course introduces you to the key thinkers, topics, and critical frameworks in Cultural Studies. It starts with some of the foundational texts and formative debates within the field, most notably the work of Theodor Adorno and Max Horkheimer, Walter Benjamin, and Stuart Hall, associated with the Frankfurt School and Birmingham School respectively. Subsequently, we will take a closer look at several topical debates and conceptual approaches within contemporary Cultural Studies. We will address themes such as consumer culture, advertising, and social networks; the power and politics of representation; new materialism; cultural performances of gender; and the transnational cultural flows of globalization. By reading contemporary classics by such authors as Zygmunt Bauman, Marita Sturken and Lisa Cartwright, Henry Giroux, Judith Butler, Neil Badmington, Rosi Braidotti, and Jane Bennett, you will familiarize yourself with a variety of critical approaches to cultural theory. Lastly, by looking at the interrelated topics of posthumanism and the climate crisis, the final tasks of the course will explore some of the most stirring debates within Cultural Studies today, setting out new directions for the future development of the field.

**Intended Learning Outcomes**
After successful completion of the course, you will be able to:

- recognise the foundational texts and formative debates that have shaped Cultural Studies as an academic field of inquiry,
- discuss some of the central theoretical approaches within Cultural Studies, including critical theory, semiotics, new materialism, gender theory, and critical posthumanism,
- explain key concepts, themes, and topical debates within contemporary Cultural Studies,
- examine the diverse and often contested meanings of cultural objects and processes from a variety of interdisciplinary critical perspectives,
- develop your own theoretically informed analyses of cultural objects and phenomena.

**Learning Resources**

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

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
A presentation and a final writing assignment (essay).

## *HUM1007 Introduction to Philosophy*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Humanities | No |

**Prerequisite**
None.

**Description of the course**
One of the greatest and most influential Ancient philosophers, Aristotle of Stageira (384-322 BC) once remarked, "Wonder is the beginning of philosophy". What he was referring to is our habit of asking fundamental questions about our every-day life, such as, "Suppose I am certain that I am right about something, what is that certainty based upon?"; "Suppose I am engaged in a discussion with someone (for example about some controversial matter), what can objectively guarantee the stringency of my argument?" Thinking about and discussing such questions will force us to reconsider the things we have always taken for granted. And ultimately they will lead us to more fundamental questions about the proper nature of Truth and Knowledge as such.

Assignments during the course include the following: the nature of philosophical enquiry, problems of knowledge and truth (including the understanding and evaluation of arguments), ethics.

**Intended Learning Outcomes**
- To teach students how to "think philosophically".

**Learning Resources**
- Blackburn, S. (1999). *Think. A Compelling Introduction to Philosophy*. Oxford: Oxford University Press.
- Blackburn, S. (2001). *Being Good.* Oxford: Oxford University Press.
- Horner, C., & Westacott, E. (2000). *Thinking through Philosophy. An Introduction.* Cambridge: Cambridge University Press.

**Teaching and Learning Activities**
Tutorial group meetings.

**Assessment Methods**
Papers and debate.

## *HUM1011 Introduction to Art; Representations, Performances and Interactions*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Humanities | No |

**Prerequisite**
None.

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

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

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

**Intended Learning Outcomes**
This course provides students with an advanced introduction to the diverse domain of the arts including a variety of media such as (but not limited to) painting, literature, music, and performance. It also aims to broaden the students' theoretical understanding of art.

After successful completion of the course, students:

- Are able to define, apply and critically reflect on the notion of mimesis.
- Are able to critically reflect on the role of style in representation.
- Are able to define, apply and critically reflect on the notion of performance.
- Are able to define and apply the notions of art worlds and cultural capital to understand how art can function as a collective activity.

**Learning Resources**
- Auerbach, E. (2003[1953]). Mimesis: *The Representation of Reality in Western Literature*. Fiftieth-anniversary edition with a new introduction by Edward Said. Princeton University Press, Princeton.
- Gombrich, E. (2000). *Art and Illusion. A Study in the Psychology of Pictorial Representation*. Princeton University Press, Princeton
- Schechner, R. (2020). *Performance Studies: An Introduction*. 4th ed. Routledge, London
- Becker, H. S. (1984). *Art Worlds*. University of California Press, Berkeley.

**Teaching and Learning Activities**
Tutorial group meetings, lectures, a field trip and (practice-based) exercises.

**Assessment Methods**
Four separate assessment tasks, each covering one of the learning objectives for this course (see above). The tasks are spread over the seven weeks of the course. At the end of the course all assessment tasks need to be compiled in a personal portfolio. In addition to the assessment tasks, the portfolio should contain the feedback received per task and a brief reflection from the student on the task and feedback.

## *HUM1012 Pop Songs and Poetry: Theory and Analysis*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Humanities | No |

**Prerequisite**
None.

**Description of the course**
In the course *Poetry and Pop Songs*, we will be reading English and American poetry from the 20th and 21th century. We will also unravel the work from a variety of older and newer music artists, ranging for example from U2 and Coldplay to Rihanna and P!nk. Moreover, you are encouraged to look for additional examples of poems and songs to discuss and analyze in class.

In this course, you will learn how to interpret poetry and popular music in a systematic and sophisticated way, and to write an in-depth analysis of a song or poem. The focus rests with the analysis of the lyrics or 'text' of the poems and songs. First, you will learn how to make use of insights and tools from literary theory in order to find out how (specific) poems work, which effects they evoke, and what they mean. You will also learn how to apply these tools to the analysis of song texts.

In this course, we use a broad definition of pop songs, focusing on contemporary popular music, which means including other genres than just conventional pop music, such as rap, hip-hop, and rock. We will also pay some (albeit limited) attention to musical aspects - such as rhythm - of the songs at hand, to see how they interact with the lyrics. Once you have become familiar with the analysis of the lyrics, we will expand our focus to include an analysis of performance (including music videos) in the last week of the course.

In this course, you will also experience the creative process that underlies all poetry and song, in a variety of ways:
- you will learn to recite or sing a poem or song;
- you will hear from experienced artists how they approach writing a poem or song;
- you will write a poem or a song of your own.

Throughout the course, we will pay close attention to issues of gender and diversity. We will address the question of how gender, ethnicity and sexuality can be integrated into an analysis of the lyric.

**Intended Learning Outcomes**
- You have a basic understanding of the literary theory of poetry analysis.
- You are able to apply this theory to both poems as song texts.
- You are able to analyze songs and poems in a sophisticated way, and to discuss lyrical texts and songs systematically.
- You are able to integrate gender and other axes of difference into the study of poems and popular songs.
- You are able to express your analysis of poems and songs in academic writing.
- You are familiar with a number of classic Anglo-American poems.
- You know at least one poem or song by heart, and know how to recite/sing it.
- You have written a poem or song, thereby experiencing the creative process that is involved firsthand.

**Learning Resources**
- Primary sources (poems and songs)
- Vendler, H. (2009). *Poems, Poets, Poetry: An Introduction and Anthology*. (3nd ed.). Boston: Bedford/St. Martin's.
- E-Reader.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Writing a poem or pop song (pass or fail), performing a poem or song (pass or fail), presentation of plans for the final paper (pass or fail), and a final paper (70%).

## *HUM1013 The Idea of Europe: The Intellectual History of Europe*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities | Yes |

**Prerequisite**
None.

**Description of the course**
This course deals with some of the most fundamental questions concerning the development of the European Identity. What have been the decisive common experiences that have fostered a sense of European community and identity, and how have they evolved over time? Tracing those events and experiences in the past that have helped to shape some sense of European community and identity means establishing the factors that have contributed to the difference between Europe and the non-European world. The concept of identity logically consists of two components: the notion of historical continuity and a marked sense of difference between the "in-group" and one or more significant others. If we accept that there is some sort of European identity, albeit complex and multifaceted, we should ask which factors have generated it. To put it more specifically: Which factors contributed to Europe's Sonderweg in world history? Or, to use the words of one author, the historian E.L. Jones: how did "the European miracle" come about?

From the angle of world history, the European experience constitutes a major deviation from an almost universal pattern of social and political organization. Europe is the first region in the world that has changed into a large-scale industrial and urban society. This so called process of modernization has turned European civilization into something of a historical anomaly - the kind of anomaly, however, that forced itself on other continents, thus becoming a new kind of standard in the end after all. To ask for the factors that have contributed to the modern sense of European community and identity is, at least for a large part, to ask for the factors that have produced this phenomenon of modernization, including the blatant economic disparities between European civilization (including North-America) and the rest of the world.

**Intended Learning Outcomes**
- To provide students with an overview of the concept of Europe and the development of European identity.
- To highlight the specific characteristics of European political/social/cultural history, notably in comparison with that of other (non-European) societies, that contributed to a sense of European community and the European identity.
- To demonstrate how a sense of community could evolve from the many shared historical cultural factors.
- To provide students with an introduction to a range of theories which are fundamental to a range of courses at UCM.

**Learning Resources**
- A. Alcock, (2002) *A Short History of Europe*. Palgrave Macmillan
- G. Delanty, (2013) *Formations of European Modernity*. Palgrave Macmillan

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
An exam with essay questions, a research exam, a written paper and a research journal.

## *HUM1016 Telling Stories*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Humanities | No |

**Prerequisite**
None.

**Description of the course**
Easy to read on your smartphone, sometimes in just as little as a couple minutes while waiting on your bus or train, short fiction has become increasingly popular over the past years. Yet, this literary genre has a long tradition. In this course, we will dive into the history and genre of the short story, by reading and analyzing several telling stories, as well as telling short stories ourselves. We will look into aspects and concepts such as genre, plot, beginning and endings, character, setting, point of view, narration, texture and pace, style, and reflect on the relationship between the author, the text, and the reader.

We will combine academic analysis with the hands-on craft of creative writing, which allows you to gain a deeper understanding of how narratives work and how they produce meanings. By (re)writing stories yourself, you will have a better idea of literary theories and concepts. At the same time, these theories will enable you to become a better writer. Peer and tutor feedback will be a key aspect of this course.

The collection of short stories we will look at varies every year, but aims to cover a diverse range of stories and authors. This year, these include Margaret Atwood, Kazuo Ishiguro, Bernadine Evaristo, and Sally Rooney.

**Intended Learning Outcomes**
- You have a deeper understanding of the genre of short fiction
- You know how stories work and how to analyse them academically
- You are familiar with key literary concepts and theories and know how to use them to analyse fiction
- You have a good understanding of the craft of writing short stories and honed your creative writing skills

**Learning Resources**
- E-reader
- O'Reilly, S. & Yeh, J. (2023). *Creative Writing: A Workbook with Readings*. London: Routledge/Open University Press.
- Shaw, V. (2014). *The Short Story: A Critical Introduction*. London: Routledge.

**Teaching and Learning Activities**
Tutorial group meetings and creative writing workshops.

**Assessment Methods**
- Creative writing assignments during the plenary sessions (complete/incomplete)
- A short story of 1000-2000 words to be submitted in week 6 (complete/incomplete, qualitative written feedback by your tutor)
- An in-depth academic analysis (2000 words) of a short story written by your peers in week 7 (Grade 1-10).

## *HUM2003 The Making of Crucial Differences: 'Race', Sexuality, Gender, and Class in Historical Perspective*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Humanities | No |

**Prerequisite**
Interest in historical research, gender studies and critical theoretical reflection.

**Description of the course**
The Making of Crucial Differences offers a historical perspective on the ways in which the social categories of gender, race, class and sexuality have made a difference, from the Enlightenment up to the mid-twentieth century, with a prelude that deals with early modernity. The course introduces students to seminal approaches within gender studies, postcolonial studies, and queer theory as critical lenses for analyzing different historical case studies. It inquires into the ways in which dominant Western discourses of identity have formed divisions between self and other, black and white, the Orient and the West, male and female, hetero- and homosexual, upper and lower class. In other words, it explores how these differences served to construct and maintain cultural hierarchies and social inequalities. The historical perspective of this course implies a sustained focus on the co-construction of gender, sexuality, race, and class as categories that shaped – and were shaped by – the entangled histories of capitalism, colonialism, slavery, and modern science.

**Intended Learning Outcomes**

- To acquaint students with a critical perspective on modern, mostly European history and the 'dialectic of Enlightenment', that means to show how the achievements of Enlightened ideals etc. were intertwined with colonialism, the 'Jewish question', gender and class inequalities.
- To familiarize students with a historical perspective and historical knowledge on the production and impact of configurations of 'race', class, gender and sexuality from the Enlightenment until the Shoa/Holocaust.
- To introduce students to canonical philosophical, theoretical texts on 'race' and 'gender', 'anti-Semitism' and 'orientalism', and to major texts in the field of historical gender and diversity studies like Foucault's "History of Sexuality".
- To acquaint students with the way in which these configurations like gender, race and religion have structured cultural scripts and practices, stereotypes, individual identities, and European and North American developments, like slavery.
- To introduce students into the (critical) role literature can play within the dynamics of social change and cultural discourse.
- 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.

**Disciplinary perspectives**
Gender and Postcolonial Studies, History, Philosophy, Literary Studies, Cultural Studies, Sociology.

**Learning Resources**

- E-reader and the essay We Slaves of Suriname by Anton de Kom.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Oral presentation and final research essay.

## *HUM2005 Enlightenment and Romanticism*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Humanities | No |

**Prerequisite**
None.

**Description of the course**
The debate between Enlightenment and Romanticism has an enduring impact on discussions of today in art, politics, science, human identity and social values. We can hardly understand the Western world without knowledge of these two decisive periods. This interdisciplinary course is a systematical introduction to these two, formative, opposed intellectual traditions.

First, a historical context will be presented to the political and ideological ambitions of the Enlightenment (enlightened despotism, Voltaire at the court of Frederick the Great, censorship and the diffusion of the Enlightenment).

Secondly the opposed approach to 'Nature' will be introduced; the influence of Newton, the rise of modern science, the Encyclopédie vs. Romantic science (e.g. Goethe's criticism on Newton's Theory of Colour) and the role of the arts in the new approach to Nature (such as landscape painting and romantic poetry).

Then, the changes in the visual arts will illustrate continuity and discontinuity in cultural history (Romanticism and Neo-Classicism).

In the fourth place human subjectivity in the Enlightenment (based on Lockean psychology and Self-love) will be confronted to new approaches to the romantic soul (the unconsciousness, irrationality, Weltschmerz). This will also be discussed with an analysis of the famous movie *Dangerous Liaisons* (Stephen Frears, 1988).

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

**Intended Learning Outcomes**
- To provide students with a historical and philosophical introduction to Enlightenment and Romanticism.
- To understand these periods as opposed worldviews in social, philosophical, scientific and political perspective; to deepen our insight in our paradoxical experience of ourselves and the world around us.
- To learn how much our life and culture is determined by enlightened and romantic views and values; our obsession with authenticity, nationalism, our attitude to science and technology, belief in democracy, our emotional life, personal relationships like love and friendship, the importance of Nature, universal human (and animal) rights, identity, etc.

**Learning Resources**
- Dorinda Outram, *The Enlightenment*. Cambridge University Press, Cambridge/New York 2011.
- Isaiah Berlin, The Roots of Romanticism (ed. Henry Hardy). Princeton university Press, Princeton / Oxford 1999/2013.

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

**Assessment Methods**
A midterm essay about the film and a test with open questions at the end of the course.

## *HUM2007 States and Nations in Europe, from the Middle Ages to the First World War*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Humanities & Social Sciences | No |

**Prerequisite**
HUM1013 The Idea of Europe: The Intellectual History of Europe or any other 1000-level Humanities course.

**Description of the course**
Contrary to what many politicians claim (especially within the far right camp), states and nations as we know them today have not always been around. In fact, scholars have repeatedly proven that both are products of history, which emerged as a result of specific circumstances. This course analyses the emergence and development of states, nations and nationalism in Europe since the Middle Ages, and addresses historical events and key forces that have shaped the contemporary world.

Furthermore, this course studies how emerging states and nations interact with each other thus creating the fundamental organizing principle of the interstate order. Indeed, this course introduces students to the development of international relations and diplomacy from the High Middle Ages until the year 1919.

**Intended Learning Outcomes**
- To discuss the development of "the state" as well as the diversity in state- and nation-building since the Middle Ages.
- To examine nation-building and nationalism in Europe addressing the debates on how far back its origins can be traced to.
- To introduce the students to the history of international relations since the fifteenth century until 1919.

**Learning Resources**
- Pierson, Christopher. (2011). The Modern State. London: Routledge.
- Palmer, R.R., and Joel Colton. (2020). A History of the Modern World. New York: McGraw-Hill.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
One essay and an oral examination.

## *HUM2008 Ancient Philosophy*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Humanities | No |

**Prerequisites**
None.

**Recommended**
HUM1007 Introduction to Philosophy.

**Description of the course**
Why would anyone choose to study philosophers who lived and wrote more than two millennia ago? One obvious answer is: to learn about one's roots; to better understand Western culture and heritage. Up to this day, the ancient Greeks constitute a major influence on our ideas about critical thinking, about the fundamental character of reality, about science, ethics, and art, and last not least: about what it is to be human and about what it means for humans to flourish, to live truly good lives. Ancient philosophy provides an inexhaustible source of inspiration for contemporary philosophy. "The European philosophical tradition", the philosopher Whitehead once remarked, "consists in a series of footnotes to Plato". Slightly overstated, but not untrue.
In this course we will return to the sources and study the texts that helped us become who we are today. We will analyze a range of canonical philosophical texts from Antiquity, ranging from the Ionian Philosophers of Nature to Aristotle, and beyond. Although we will attempt to position these treatises in their historical and geographic contexts, our main concern will be: what do these ancient thinkers still have to say to us today?
Please note: even if you have some prior knowledge of ancient Greek philosophy, that doesn't make this an easy course. Only choose this course if you are genuinely interested in reading intellectually challenging texts that do not always yield their secrets easily.

**Intended Learning Outcomes**

- To provide you with a basic introduction to ancient Greek philosophy;
- To help you explore the meaning of philosophical texts by situating them in their historical contexts;
- To help you find out how our culture, and we as part of it, have been shaped by these ancient thinkers.

**Learning Resources**
Required

- Copleston, F. C. (2017). *A History of Philosophy* (10th ed.). Vol. I: Greece and Rome: From the Pre-Socratics to Plotinus (rev. ed.). London / New York City, NY: Continuum.
- Guthrie, W.K.C. (62013 [1950]). *The Greek Philosophers from Thales to Aristotle.* Abingdon and New York, NY: Routledge Classics. (ISBN: 978-0-415-52228-1)

Recommended:

- Naerebout, Frederick G. & Singor, Henk W. (2014). *Antiquity: Greeks and Romans in Context*. Chichester, West Sussex / Malden, MA: Wiley-Blackwell.
- Reeve, C.D.C. and P. Lee Miller (eds.) (2006). *Introductory readings in Ancient Greek and Roman Philosophy*. Indianapolis / Cambridge: Hackett.

**Teaching and Learning Activities**
Tutorial group meetings as well as lectures.

**Assessment Methods**
Participation, presentations, and a plenary exam at the end of the course.

## *HUM2009 Bullshit! Understanding Anti-Intellectualism*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities & Social Sciences | No |

**Prerequisite**
SKI1008 Introduction to Academic Skills I, PRO1014 Introduction to Academic Skills II
Recommended
SKI1004 Introduction to Research Methods I, SKI1005 Introduction to Research Methods II, PRO1012 Research Project.

**Co-Requisite**
SKI2091 Bullshit: Identifying Anti-Intellectualism.

**Registration Procedure**
This new course aligns with a new skills training and a new project on anti-intellectualism, which will run as a pilot in 2025-2026. Students who take part in this pilot are required to participate in all three of these modules. Only 12-15 students can participate in this pilot. If you would like to be one of them, you can apply through the application form on Intranet (UCM Students). Please provide a short motivation (100-250 words) of why you want to enroll in the "bullshit" modules. A short follow-up conversation with the course coordinator may be part of the application procedure. Because the number of students for the pilot is limited, the course coordinator reserves the right only to select the students whom they consider most suitable. Students will be informed of whether or not they have been selected for the pilot within several weeks after the course registration deadline. If access to the pilot is denied, then you will be allocated to your backup modules. Please indicate your backup modules on your course registration form.

**Description of the course**
Bullshit" refers to a disregard for truth, a phenomenon that is contributing to the spread of "anti-intellectualism" in our "post-truth" era. This disregard for truth is aided by psychological biases, rhetorical strategies, developments within philosophy and religion, as well as the proliferation of fake news, alternative facts, and conspiracy theories, which are amplified by social media and AI-tools. The spread of anti-intellectualism is damaging public debates and democratic processes. This course exposes different variables and developments that contribute to this spread, to enable students to understand causes and consequences of anti-intellectualism from a multidisciplinary perspective.

**Intended Learning Outcomes**
At the end of this course, students should be able to explain anti-intellectualism from multiple perspectives. This means being able to:
[1] describe what is (not) anti-intellectualism
[2] provide examples of anti-intellectualism in popular and academic cultures
[3] explain how psychological biases contribute to anti-intellectualism
[4] explain how rhetorical strategies contribute to anti-intellectualism
[5] explain how digital media and technology contribute to anti-intellectualism
[6] explain how modern religion/spirituality contributes to anti-intellectualism
[7] explain how (postmodern) philosophy contributes to anti-intellectualism

**IMPORTANT**: Note that this course will not steer clear of topics that could be considered controversial. Therefore, it may explore issues that evoke strong emotional responses in you and/or your conversation partners. If you choose to take this course, then you are expected to direct your private feelings and opinions into constructive contributions to the discussions and assignments. In this course, feelings and opinions may be used to start a discussion, but not to end one; they are an invitation for critical reflection. This means that you should use respectful and compassio-nate (body) language, provide logical arguments, and support claims with concrete evidence from credible sources

**Learning Resources**
E-reader.

**Teaching and Learning Activities**
Lecture and tutorials.

**Assessment Methods**
Tbd, likely including a research paper that relates a case study of anti-intellectualism to the content of the course.

## *HUM2010 Language, Culture, and Society I: An Introduction to the Field*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Humanities | No |

**Prerequisite**
None.

**Description of the course**
This course will approach language as a social and cultural phenomenon. It will bring together interdisciplinary insights from (socio)linguistics, anthropology and related fields to discuss how language, culture, and society are intrinsically linked and how they mutually shape each other. Each meeting, we will focus on a specific question or controversy that deepens our understanding of these relations, such as: Is language uniquely human? Does language affect the way we think? Why does language change over time? Do men and women speak differently? And should we actively try to influence how people speak? The course will also pay attention to the notion of power and discuss how language 'does' power in various ways. It is the first course in a series that can be continued by taking "Language, Culture, and Society II: Analysing Language".

**Intended Learning Outcomes**
- To have an overview of different ways in which the links between language, culture, society, and power can be studied.
- To evaluate the strengths and weaknesses of different theories of language.
- To understand how different theories of language can be applied to 'real-world' situations.
- To demonstrate how a concrete case study can help to gain a better understanding of the links between language, culture, society, and power.

**Learning Resources**
- Various articles and book chapters.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

Assessment Methods

A mid-term assignment and a final essay about a relevant case study.

## *HUM2013 The Presence of Art: Reinterpreting Modern and Contemporary Art*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities | No |

**Prerequisite**
Interest in art theory and critical theoretical reflection.
At least one Humanities course should have been completed.

**Recommended**
HUM1011 Introduction to Art; Representations, Performances and Interactions, HUM1003 Introduction to Cultural Studies: Doing Cultural Studies, HUM1016 Telling Stories, HUM1012 Pop Songs and Poetry: theory and analysis.

**Description of the course**
Since the late 19th century and certainly up until the mid-20th century artists have issued avant-garde manifestoes of change, claiming their art to be ahead of the times. Critical of conventions and traditions, they regarded art as a revolutionary means to social, political, cultural, and intellectual emancipation and progress. Through what has been called the "shock of the new," by making tabula rasa with the existing, art was to create a better world. Were it not for the fact that art effectively served the ideologies of both the socialist and fascist totalitarianisms of the last century, such radical ambitions might even sound a bit naïve, nowadays. Indeed, as yesterday's future has become today's past, the utopias of a bygone era seem to have been disappointed, at last - or have they not? Do we need to rescue avant-garde virtues and ideals for the sake of the relevance of contemporary art? What precisely is the legacy of the modern avant-garde besides its success on the global art market? In the early 21st century and under the spell of a "new spirit of capitalism", is there any hope left for effective artistic critique? Or do current "economies of enrichment" simply reduce the value of art to financial speculation?

This course considers histories and theories of modern and contemporary art. It provides an overview of the heterogeneous and experimental development of modern and contemporary art. Artistic responses to society, politics, science, and technology are discussed. The module also addresses the practices of governing institutions of the contemporary art world, such as art markets and museums. Furthermore, the course features visits to (local) art institutions, including the Jan van Eyck Academie.

**Intended Learning Outcomes**
- To understand and apply historical and theoretical approaches to modern and contemporary art.
- To critically reflect and debate on the meaning and relevance of artistic practices.
- To learn how to write an art review.

**Learning Resources**
- Foster, H. Krauss, R. Bois, Y-A, Buchloh, B.H.D, Joselit,D. (2016). *Art Since 1900: Modernism, Antimodernism, Postmodernism*. 3rd edition. London: Thames and Hudson.
- Williams, G. (2014). *How to Write about Contemporary Art*. London: Thames and Hudson.

**Teaching and Learning Activities**
Tutorial group meetings, (guest) lectures and field trips.

**Assessment Methods**
Two in-class presentations and students will work on compiling a portfolio of four writing assignments throughout the course.

## *HUM2016 Heritage Studies: Preserving Our Natural and Cultural Pasts (and Futures)*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Humanities & Social Sciences | No |

**Prerequisites**
None.

**Recommended**
One of the following courses: HUM1011 Introduction to Art: Representations, Performances and Interactions; SSC1029 Sociological Perspectives, HUM2046 Living in a Technological Culture: Introduction to Science and Technology Studies, HUM2005 Enlightenment and Romanticism.

**Description of the Course**
Heritage is often thought of as a material reality to be preserved – pristine landscapes or monumental architecture, for instance. However, in this course we do not exclusively approach heritage as material culture cast in monumental form, or as isolated ecosystems to be protected in reserves. Instead, we approach heritage as human practices of values, such as authenticity, integrity, or sustainability. A premise of the course is that heritage, whether tangible or intangible, always denotes the creation and recreation of a range of political, technological and ethical relations and meanings regarding the past, present and future. In other words, heritage is something that is done. In this course, we ask who does what, how and why? We will inquire into the histories, theories and practices of natural and cultural heritage preservation, learn about relevant national legislations and international conventions, and consider the emergence of new economies around heritage valorizations. We will encounter authoritative governmental and non-governmental heritage institutions and meet experts and managers of heritage in their fields.

Critically analyzing the ways heritage values are constructed and legitimized, the course situates contemporary heritage practices in global heritage assemblages: groupings of administrative apparatuses, technical infrastructures and value regimes that revolve around contested notions of heritage and that may transcend the nation state. *The Past is a Foreign Country*, as the title of one of the founding texts of the field of critical heritage studies from the 1980's goes. But, where on earth shall we look for "the past" in our anthropocentric 21st century, if anywhere at all? Is there a place for nostalgia in current times of global humanitarian and ecological crises, marked by simultaneous yet conflicting appeals to development and conservation? How can we do justice to the diversity of our pasts, while preserving possible heritage futures, today?

**Intended Learning Outcome**
- To introduce histories and theories of heritage preservation
- To critically analyze heritage practices
- To relate heritage studies to current issues

**Learning Resources:**
- Meskell, L. (2015). Global Heritage: A reader. Wiley, London
- Academic articles and book chapters
- Policy documents

**Teaching and Learning Activities**
Lectures, tutorial group meetings and site visits.

**Assessment Methods**
A group presentation of an assigned case study and a final paper about a topic of choice.

## *HUM2018 Cultural Diversity in a Globalizing World*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Humanities | No |

**Prerequisite**
At least one Humanities course.

**Recommended**
HUM1003 Introduction to Cultural Studies: Doing Cultural Studies I, HUM2031 Cultural Studies II, HUM2010 Language, Culture, and Society I or SSC2046 Globalization and Inequality.

**Description of the course**
This course problematizes the link between culture and globalization, with a focus on how the political, economy, and social transformations which signal the era of globalization intersect and transform cultural production and identity. It seeks to analyze how globalization influences identity and culture and the ways in which these interact with social differences such as race, gender, and class. Students will become acquainted with different theories of globalization and culture such as Edward Said's influential theory of orientalism, Anna Tsing's formulations around the 'frictions' of global interconnectedness, and Gloria Wekker's deconstruction of Dutch multiculturalism. Moreover, the course encourages students to critically think on the question raised by globalization in regards our relation to our natural environment and wider ecological questions, and to tie the thematics raised by the course to pressing issues of our day. Themes: Cultural Diversity; Gender and Ethnicity; Multiculturalism; Orientalism; Occidentalism; Migration; Ecology; Capitalism Disciplinary perspectives: Cultural Studies, Migration Studies, Gender and Diversity Studies, Sociology.

**Intended Learning Outcome**

- To teach students to reflect upon issues of globalization and cultural diversity from several disciplinary perspectives and connect these issues with their major field of academic study.

**Learning Resources**

- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings and six lectures.

**Assessment Methods**
Projects/Mid-term exam (group presentation) and a final exam (research paper-take home exam).

## *HUM2021 Exploring Historical Parallels: Learning from Medieval History*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Humanities | No |

**Prerequisite**
Any course in history or sociology, including COR1003 Contemporary World History or SSC2065 Theories of Social Order, or substantial high school knowledge in history.

**Description of the course**

The Middle Ages (500-1500) are often seen as a grim period in European history, riddled with famine, disease, warfare, and intellectual stagnation. Commonly referred to as the 'Dark Ages' in its early phase and plagued by the so-called 'crisis of the Late Middle Ages' during the 14th and 15th centuries - when the Great Famine, the Hundred Years' War and the Black Death consecutively wreaked havoc on Europe - the Medieval period is often portrayed as a distant, hazardous world that is of little relevance for contemporary issues. Yet the Middle Ages gave us some of the most impressive feats of human engineering as well as timeless works of art and literature. More importantly, the Medieval period heralded in momentous societal and political changes that have shaped our current society. This course delves into the intricacies of the Medieval period, inviting you to journey beyond the surface and discover the multifaceted dimensions that render this era not just a distant past but a crucial chapter in the ongoing narrative of human civilization.

In late 2019 Chris Jones, Conor Kostick and Klaus Oschema published an edited volume titled 'Making the Medieval relevant' in which they stated that the Medieval past informs the present in a myriad of ways. This course aims to do exactly that, make the Middle Ages relevant by drawing parallels between modern day societal, economic, and cultural occurrences and the Medieval past. In doing so, students are taught to use Medieval History as a tool to understand the root causes of contemporary societal phenomenon. By navigating the intersections of history, this course empowers students to discern parallels between the Medieval era and the complexities of our current society. It goes beyond mere historical exploration, offering a lens through which students can analyze and interpret modern-day issues. In the process, students are equipped with the analytical skills needed to unravel the root causes of various societal phenomena, such as the perpetuation of scapegoating, the manipulation of historical narratives, and the systemic persecution of minorities.

Instead of presenting a chronological overview of the Middle Ages, this course adopts a thematic approach, organizing its structure around weekly themes that resonate with contemporary societal issues. Each theme serves as a lens through which students can engage in a nuanced exploration of the Middle Ages, employing a historical comparative methodology. By linking historical contexts to present-day concerns, the course aims to breathe life into the past and demonstrate its ongoing relevance.

**Intended Learning Outcomes**
The goal is this course is to introduce students to Medieval history and to teach them how to use the Middle Ages as a tool to reflect on societal, cultural and socio-economic events in contemporary society. The course aims to do so by focusing on a number of themes/topics, such as:

- Modern misrepresentation of Medieval culture
- The 'White' Middle Ages
- Modern reflections on Medieval pandemics
- The Voynich manuscript
- Minorities and persecution in the Middle Ages.

**Learning Resources**

- Rubin, M. (2014). The Middle Ages: A Very Short Introduction. OUP Oxford.
- Jones, C., Kostick, C., & Oschema, K. (Eds.). (2019). Making the Medieval Relevant: How Medieval Studies Contribute to Improving Our Understanding of the Present (Vol. 6). Walter de Gruyter GmbH & Co KG.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Presentation assignment and academic paper.

## *HUM2022 Digital Media: Digitalization, Digital Cultures and User Practices*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities | No |

**Prerequisite**
None.

**Description of the course**

Digitalization has a profound impact on our society. We can observe changes in different areas. What digital media do, what they look like, and how they relate to each other and to older media is not identical worldwide, but dependent on local practices as well. Transformations are not unequivocal. On the one hand, new genres have emerged, such as streaming channels, providing engaging forms of entertainment and learning but also provoking vehement discussions about their impact. New possibilities as e.g., participation in our digital cultures arise but also new inequalities, as the access and competencies needed for participation are not evenly distributed and the platforms that allow for participation also harbor new mechanisms of control and surveillance. The pace and diversity of these developments ask for continuous investigation and reflection. This development has gained a new impetus through 13the proliferation and popularity of social media but also the discourses around the Blockchain recently.

The aim of this course is to investigate the consequences of these developments for society and culture. These consequences have been differently evaluated. The optimistic account stresses the new media's inherent possibilities for active cultural and social participation and digital citizenship beyond the reach of existing political or commercial institutions. Authors (e.g., Marres, 2017; Fuchs, 2014; Jordan, 2015) acknowledge that participation is not evenly distributed they also see the democratic possibilities of participation culture, stressing its empowering potential.

At the same time, these authors share a less optimistic view and approach those changes more critically. There are still huge differences when it comes to access to digital media, which reinforces existing inequalities related to class, race, gender, age, and geographical location. Moreover, among those who have access there is a participation gap between people with different degrees of mastery of the cultural protocols and practices of the media involved, differentiating between the so-called interacting those who are able to select their multidirectional circuits of communication – and the interacted – those who are provided with a restricted number of pre-packaged choices (Castells, 2000 [1996], p. 402). Others emphasize that 'interaction' or 'participation' not necessarily means power-sharing or taking control. Rather than being potentially subversive, participatory practices contribute to more fluid assimilation of users into the online economy and the penetration of everyday private and social life by the logic and power relations of capitalism. The critical angle of participation is compromised: precisely because of the interactivity, diversification, and flexibility of the new media, the networked integration of multiple communication modes enhances the absorption of all forms of cultural expression into the same symbolic environment in which the distinctions between different types of contents and codes are blurred and adapted to a pervasive cultural logic in which entertainment value is predominant. Moreover, previously bottom-up developed platforms are increasingly incorporated by existing media and information companies and provide profitable resources – in the form of user data – for online businesses (van Dijck, 2013, Jordan, 2015). The recent development of Blockchain technology is ingrained into a libertarian ideology with the goal to give power and control back to the people. The discourse surrounding the Blockchain is again one of liberation and participation. The course will finish with a discussion of ethical questions related to techno-moral changes in our digital cultures.
This course is labelled as a humanities course, but the discussion will include literature from qualitative social science research as well.

**Intended Learning Outcomes**
The aims of this course are to familiarize students with topics relevant for digital culture and society such as:

- Introduction to the field of digital media from the perspective of humanities and qualitative social sciences
- Introduction to transformations we experience with respect to the use of media and technology (e.g., net activism, self-tracking, gamification, AI and robotics but also digital literature and art)
- Overview of different media platforms and user practices
- The relation between technological development, techno-moral change and user practices as e.g., blockchain, self-tracking, AI and robotics).
- Relevant topics related to digitalization as e.g., ethics, surveillance and privacy will be discussed.

**Learning Resources**

- E-reader.
- Online sources.

**Teaching and Learning Activities**

Tutorial group meetings and lectures, viewing of 2 movies.

**Assessment Methods**

Short presentation in class (30%), and a final essay of 3000 (+/- 10%) words at the end of the course (70%).

## *HUM2030 Media and Technology; Philosophical Perspectives*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Humanities | No |

**Prerequisite**
At least one 2000-level Humanities course.

**Description of the course**
Discussions about the changes media and technology bring to culture, and whether these are to be judged good or bad, are as old as philosophy itself. Examining the ideas of Plato, Marx, Heidegger, and other philosophers we will see how these debates have evolved over the centuries. With the development and spread of media and technology in the 20th and 21st century, debates about the relationship between the social and the technical have intensified and so it has become necessary to consider a variety of approaches to this relationship.

In this course, we will concentrate on a number of philosophical approaches that help us understand the relationship between media and technology and our lived exeperience. We will discuss media theory and discuss whether specific technologies and media, like writing and print, provoke structural changes in patterns of thought, action and experience. We will also deal with the critical philosophies of technology in the Marxist tradition, the hermeneutic tradition and the feminist tradition as well as contemporary debates about ethics, labour, and the environment. These topics encourage us to think about how, to paraphrase the historian Melvin Kranzberg, media and technology are neither good nor bad nor are they neutral. Across these philosophical approaches we will also consider a variety of different media and technical artifacts, including AI, health care technologies, books, social media, the alphabet, and education.

**Intended Learning Outcomes**
- To introduce students to a number of central themes in the philosophy of media and technology.
- To investigate what is at stake in different philosophical methodologies and approaches to media and technology.

**Learning Resources**
- Readers in Reading Room.
- Books in Reading Room
- Online sources

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
A presentation, a take-home task during the course and a final research paper.

## *HUM2046 Science and Technology Studies 1: Living in a Technological Culture*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Humanities & Social Sciences | No |

**Prerequisite**
None.

**Description of the course**
*"We can't solve problems by using the same kind of thinking we used when we created them."*
These words of Albert Einstein are more valid today than ever. The complexities of today's societies and the relationships between them are manifold and not easy to handle. Einstein's plea to look at them in a different way is exactly what this course is about. The course aims to change your perspective on the world, so that you find that 'the stuff of the world' can be thought about in new ways that offer opportunities for interventions and passageways for improvement. After all, making a difference requires more than decisiveness: it requires thinking in new ways, thinking 'out of the box'. And that is exactly what this course aims to do by introducing you to the field of *Science and Technology Studies* (STS).

In the field of *STS* science and technology are considered as socio-cultural phenomena. You will be introduced to this field on basis of two courses. In Period 1 (this course) we focus on the interrelationship between technology and society, while in Period 2 (HUM3049: Science, Power, and the Construction of Facts) we take a next step and zoom in on the constitution and application of science and its relations with society. This means that in both cases we will pay attention to the social, cultural, historical, political, and economic conditions that influence the development and application of science and technology.

In the field of STS, science and technology are considered as a socio-cultural phenomenon. You will be introduced in the STS in two courses. In the first course (this one) we will focus on interrelation between technology and society, while in period 2 (HUM3049: Science, Power, and the Construction of Facts), we take the next step and zoom in on the constitution and application of science and its relations with society. This implies that in both cases we will pay attention to the social, cultural, historical, political, and economic conditions that impact the development and application of science and technology.

To teach you the STS perspective we will unpack technologies, such as artificial intelligence and geoengineering, and the impact of the convergence of nano-, bio-, ICT and the cognitive sciences. We will also take a closer look at more mundane, everyday technologies (e.g., park benches, the refrigerator, electric shaver, and bicycles). Besides a focus on the multiple ways in which technology, individuals and institutions mutually shape one another to the benefit and sometimes detriment of society, we will also pay attention to the political and moral dimensions of technologies.

Theoretically, we will discuss different perspectives on technological development in relation to society. On the one hand, the standard perspective sees technology largely as a process of applied science that simply results from previous scientific advances. In our daily routines, we also tend not to think much about the making of science and technology, usually their use does not merit serious reflection either. Once things are made or discovered, our interaction with them is considered a simple matter. We grab our cell phone, take some funny pictures with it, listen to music, tweet some details about what we are doing and where we are, and chat with our friends. We get on a plane, fly from point A to point B, and get off again. Although we are surrounded by the results of scientific endeavors and technologies of various kinds, they have become almost invisible, and we take them for granted.

STS scholars, on the other hand, argue that we live in a technological culture. Technology and science are shaping society, from shaping mobility patterns, gender, and sexual identities to the standardization of healthcare practices. Cell phones have changed the meaning of "being alone"; organ transplantation has redefined our understanding of life; and AI is changing the way we are creative. So, technologies are not only helping us in our daily lives; they are also powerful forces that are reshaping our activities and meaning. Conversely, there is also a cultural influence on technology. Therefore, to understand technology, it is important to recognize their sociocultural basis. Historical and comparative studies have shown how different sociocultural conditions produce very different forms and contents of science and technology. After all, science and technology are themselves cultures.

**Intended Learning Outcomes**
- To provide an introduction into the social studies of science, society and technology.
- To provide a basis for a critical reflection on our high-tech society.
- To provide different perspectives on the relation between society, science, and technology.

**Learning Resources**
- Provided via CANVAS Instructional format

**Teaching and Learning Activities**

- Tutorial group meetings are not conventional PBL sessions but based on a format chosen by the students themselves and prepared in small team under supervision of the tutor.
- Lectures act as additional support and elaboration of the themes discussed

**Assessment Methods**

*Participation*: (20%), students are expected to be well-prepared and contribute actively to class discussions and take the co-responsibility for a creative and effective tutorial format.
*Midterm*: (30%) a group presentation of the analysis of an episode from *Black Mirror* SF-series.
*Final paper*: (50%) an individual academic paper.

## *HUM2047 The Future of Literature?*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Humanities | No |

**Prerequisite**
None.

**Recommended**
Either as good preparation or follow up the following courses are related to the content we discuss: HUM2060 Poetry, Poetry Theory and Poetry Practices, HUM3036 Narrative Media and HUM3043 Acts of Literature – the Role of Prose, Poetry and Play in a Changing World.

**Description of the course**
Nobody is able to predict the future of literature, any future for that matter. But it is possible to study new developments in literature that one would expect to be dealt with in future histories of literature. This course however is not about digital developments, like e-poetry, neither is the course about practices to which functions and experiences traditionally attributed to literature are being transferred. What we try to do in the course is to study the work of young writers that at first sight seem to engage in the sort of genres we easily associate with the received practices and institutions of literature, and these young writers not only address the major issues and concerns in our society – racial injustice, class and gender inequalities, climate change, the rights of migrants and refugees, discrimination of LGBTQ+ people, domestic violence, sexual abuse, political violence, etc. – these are in fact at the core of their work. A closer look will reveal that these young writers seem to break with the accepted boundaries between genres. To give one example: many of them challenge the binary between form and content, which too often has been broken down along racialized lines. The work of writers of colour usually are more appreciated for its political activism rather than for its experimentation with form. The work of Claudia Rankine however shows a subtle combination of poetry, essay, and visual art, approaching race through form. Rankine is an exponent of the hybrid genre of the lyric essay. Other genre developments the course will address are autofiction, spoken word, and relational theatre.

**Intended Learning Outcomes**
The course is geared towards the following objectives:

- to provide an overview of the most important functions accorded to modern literature
- to acquaint the students with relevant literary traditions and genres
- to trace closely connected new developments in contemporary literature
- to develop an individual case study on new developments.

**Learning Resources**

- reference list (MU library), e-reader.
- Online sources.

**Teaching and Learning Activities**
Tutorial group meetings.

**Assessment Methods**
Presentation (40%), academic paper (60%)

## *HUM2051 Philosophical Ethics*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Humanities | Yes |

### Prerequisite
None.

**Description of the course**
In this course, we explore the field of philosophical ethics. We study the grand narratives in ethics, such as the three leading normative ethical approaches (virtue ethics, deontological ethics, and utilitarianism). We read original texts written by thinkers from the great traditions of philosophy: ancient philosophy, Christian philosophy, modern philosophy, and postmodern philosophy. We discuss Aristotelian virtue ethics, Stoic wisdom, the Christianised life as taught by Augustine and Thomas Aquinas, utilitarianism (Jeremy Bentham and John Stuart Mill), Immanuel Kant's moral philosophy, the 'grand style' of Friedrich Nietzsche, Carol Gilligan her ethics of care, Hans Jonas his ethics for the technological age, and the 'banality of evil' by Hannah Arendt. The challenge is to interpret these texts, especially the non-contemporary ones, from the perspective of the authors and their audience. A pitfall that has to be prevented is to read and interpret these texts merely from our own perspective. You are also very much encouraged to read texts in their original language (e.g. Kant; Nietzsche). Also, we encourage you to look for similarities and differences between the texts, concepts, and authors

**Intended Learning Outcomes**
- To explore the most important ethical approaches and to gain increased understanding of essential philosophical concepts, theories, and authors.
- To study primary texts of ethics written by the most eminent philosophers of the past millennia.
- To evaluate and discuss cases through the lens of different ethical perspectives.
- To compare and contrast different philosophical concepts, theories, and authors.

**Learning Resources**
*Required literature*
- E-reader (KeyLinks University Library)

*Suggested literature (background)*
- Ferry, L. (2019, paperback edition, translated from French). A Brief History of Thought. A Philosophical Guide to Living. Edinburgh: Canongate Books.
- Gottlieb, A. (2016). The Dream of Reason. A History of Western Philosophy from the Greeks to the Renaissance. Penguin Book (paperback).
- Gottlieb, A. (2017). The Dream of Enlightenment. The Rise of Modern Philosophy. Penguin Book (paperback).
- Rogers, G. (2012/2018). 21st Century Ethics. An Introduction to Moral Philosophy. Texas: Simpson & Brook.
- Russell, B. (originally 1945). A History of Western Philosophy. Simon & Schuster.
- Timmons, M. (2013). *Moral Theory. An Introduction (Second Edition)*. Plymouth: Rowman & Littlefield Publishers.

**Teaching and Learning Activities**
Lectures, tutorial group meetings, individual presentation.

**Assessment Methods**
Participation, presentation of background research, and an exam paper.

## *HUM2056 Cultural Memory and the Politics of Visualizing the Past*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Humanities | No |

**Prerequisites**
HUM1003 Introduction to Cultural Studies: Doing Cultural Studies or HUM2003 The Making of Crucial Differences, and some knowledge/interest in close reading of literary and/or visual texts.

**Description of the course**
In the course "Cultural memory and the politics of visualizing the past," students will learn to become aware of how what is considered 'past' has been filtered through structures of power. Which voices, sources, events and people are remembered, and which are lost to oblivion, is a highly political question. We will explore how aesthetic and artistic narrations of history speak to counter-archives of memory, including the afterlife of slavery, embodied trauma, and legacies of crisis such as with AIDS. Our interest will be in reading along with scholars who have developed methods for grasping deposits of marginalized lived experience through listening to images (Campt), contrapuntal reading (Said), unlearning imperialism (Azoulay), wake work (Sharpe), reading queer ephemera (Muñoz), and distilling structures of feeling (Williams) such as feeling brown and down, queer and backwards. We will apply these alternative methods for historical analysis to cases of diary writing, poetry, performance, painting, music, photography, and scraps of archival records.

Some of the examples of cultural memory work we will encounter include:
- Juliette Singh, *No Archive can Restore You*. Punctum Books, 2018
- Saidiya Hartman, *Wayward lives, beautiful experiments: Intimate histories of riotous Black girls, troublesome women, and queer radicals*. WW Norton & Company, 2019.
- Eliis Martin and Zach Ozma, eds. *We Both Laughed in Pleasure: The Selected Diaries of Lou Sullivan (1961-1991)*. Nightboat, 2019.
- Tourmaline and Sasha Wortzel, dirs. *Happy Birthday, Marsha!*, Frameline, 2018.
- Morgan M. Page, *One from the Vaults: A Trans History Podcast*, SoundCloud, 2017-present.
- NourbeSe Philip, *Zong!* Weslyan University Press, 2008.
- Koleke Putuma, *Collective Amnesia*. Cape Town: uHlanga, 2017
- Claudia Rankine, *Citizen: An American Lyric*. Minneapolis: Grey Wolf Press, 2014.
- Morrigan Phillips, "The Long Memory," in *Octavia's Brood: Science Fiction Stories from Social Justice Movements*, eds. Adrienne Maree Brown and Walidah Imarisha. Oakland: AK Press, 2015, pp. 57-78.
- *Crip Camp* (2020) Directed by James Lebrecht, Nicole Newnham. Available via Netflix or for free here. https://youtu.be/OFS8SpwioZ4

**Intended Learning Outcomes**
- To familiarize students with theoretical approaches and methodological components within cultural memory studies concerned with minoritarian groups and affect/emotion: e.g. Nora, Stoler, Rigney, Trouillot, Said, Azoulay, Sharpe, Hartman, Muñoz, Mbembe, Campt, Arondekar.
- To provide students with an introduction into archives (theory) and memory, especially in relation to power.
- To introduce students to the political and academic assessment of the post-colonial dimension of cultural memory, and the queer dimension of historical scholarship.
- To introduce students to alternative concepts and methods of *historical analysis* and to become competent in applying them to a range of cultural and archival materials.
- To enable students to identify and analyze the role of race, sexuality, gender, ability in constructions of cultural remembrance (related to imperialism, heterosexism, cisgenderism, ableism).
- To analyze debates connected to contested memorial monuments, literature and the arts.

**Teaching and Learning Activities**
Lecture and tutorial group meetings.

**Assessment Methods**
(1) In-class presentation – an analysis of an archival or cultural object (15 min)
(2) Final research essay – independent topic that includes anaysis of an archival or cultural object (3500 words)
(3) Class room participation.

## *HUM2057 Religion, Myth and Secularization*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities | No |

**Prerequisite**
HUM1007 Introduction to Philosophy *or* HUM2008 Ancient Philosophy *or* HUM2021 Exploring Historical Parallels *or* COR1002 Philosophy of Science.

**Description of the course**
The course provides a broad approach to religion as a cultural phenomenon. It focuses on the following groups of questions and topics:
*1. On defining religion*
What is religion about? How does religion differ from mythology, the sciences, and the arts? What do secularization processes involve? In this part of the course we will look into some significant philosophical perspectives on the nature of religion and secularism.
*2. On the contents of religion*
First, we will briefly consider the most important characteristics of the major world religions. Against this background we will discuss a number of key narratives and themes from the Judaeo-Christian heritage, taken from the Hebrew Bible and the New Testament (such as the creation story, book of Job, death and resurrection of Christ, epistles by Paul).
*3. On the politics of religion*
In the last part of the course we will look at the role of religion and religious institutions within political power structures, ranging from the Vatican to the Middle-East.

**Intended Learning Outcomes**
- To familiarize you with the academic study of religion as a cultural phenomenon against the background of a secularizing world.
- To provide insight into key ideas, themes and arguments on the nature, function, and politics of religion.

**Learning Resources**
- *Immanuel Kant, Religion within the Bounds of bare Reason (1793)*
- *Friedrich Nietzsche, The Antichrist (1895).*
- *Sigmund Freud, The Future of an Illusion (1927).*
- *C.G. Jung, Answer to Job (1952).*
- *Karen Armstrong, A History of God: The 4,000-Year Quest of Judaism, Christianity, and Islam (1993).*
- *Ole Wæver, Fear and Faith: Religion as an International Security Issue (2006).*
- *Maria Kardaun, Fighting the Angel (2011).*
- *Frans de Waal, The Bonobo and the Atheist: In Search of Humanism among the Primates (2013)*

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Participation, presentations, and a final research paper devoted to a topic to be chosen by the student.

## *HUM2058 History of Contemporary Spirituality*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Humanities | No |

**Prerequisite**
None. This is an *introduction* to the discipline of Religious Studies—not be confused with Theology—with a focus on contemporary non-institutionalized "spirituality." However, some students may experience it as an *advanced* course, because it introduces methods and theories that are not covered in other courses at UCM or even at UM.

**Recommended**
Recommended preparatory courses are: HUM2057 Religion and Secularization, HUM1007 Introduction to Philosophy, HUM2005 Enlightenment and Romanticism, HUM2018 Cultural Diversity in a Globalizing World.

**Description of the course**
This course delves into the socio-historical contexts of non-institutionalized belief systems at the intercultural and interdisciplinary crossroads of "eastern" and "western" religious, philosophical, psychological and scientific discourses in modern western cultures. It looks at alternative beliefs and practices of Asian and Euro-American charismatic leaders and new religious movements—popularly referred to as "spiritual teachers" or "gurus" and "cults"— in Western Europe and North America, after 1800. Think of American Transcendentalism, Theosophy, Neo-Hinduism, Neo-Buddhism, Transpersonal Psychology as well as New Age movements and their offshoots.

Students will critically reflect on alternative quests for meaning outside conventional religions and sciences. In doing so, they will learn more about post-Enlightenment responses to the "age of reason," post-colonial encounters between "eastern" and "western" traditions, and (meta)modern blends of methods and theories from different social and academic domains, which have culminated in a growing "cultic milieu" of "seekers" across contemporary western cultures. Seekers are people who identify as "spiritual, but not religious."

During this course, students engage questions such as: Why have so many seekers in modern western cultures turned away from conventional western religions and sciences? Why are they turning to eastern and western esoteric traditions instead? How are they combining eastern and western methods and theories into new sources of meaning? What combinations have we seen in the recent past and which ones do we see around today?

**Intended Learning Outcomes**
At the end of this course, students should be able to:

- Identify social and (inter)cultural patterns and developments in the history of contemporary spirituality;
- Identify entanglements of "secular" and "religious" discourses in the history of contemporary spirituality;
- Explain how such intercultural and interdisciplinary developments have shaped contemporary spiritual beliefs and practices;
- Critically reflect on popular and academic perceptions of contemporary spiritual beliefs and practices, including your own;
- Apply methods and theories from the course to a case study that reflects contemporary spirituality.

**Learning Resources**

- E-reader.

**Teaching and Learning Activities**
Lecture and tutorials.

**Assessment Methods**
A written research assignment on a relevant topic of your own choice related to the content of this course.
A verbal discussion about this written research assignment.

## *HUM2059 Data Analysis and Visualisation for the Humanities and Social Sciences*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities & Social Sciences | No |

**Prerequisite**
None.

**Description of the course**
Have you ever wondered how you could analyse 20 years' worth of articles without reading them one by one or get insights from a spreadsheet with thousands of entries? Big data research is not just for those in the sciences. In the humanities and social sciences we are increasingly faced with reading material that is beyond what a researcher can cope with using traditional reading methods: one article, one book, one small spreadsheet at a time. This way of reading is no longer fit for research in an era of big data. The purpose of this course is to provide you with an introduction to Digital Humanities through a new method of reading. Theoretically it is called distant reading, methodologically it goes by several names: data analysis, text analysis, text mining, and data mining. In this course we are going to focus on the first of these methods, data analysis: an algorithmically-driven method of extracting text from (large) corpora. In this course, we will focus on literary and historical sources. The data analysis tools we will introduce you to will visualise, clean, and sort the text, making it easier to see patterns to glean insights and develop research questions. It is suitable for students from any discipline and the datasets we work with are rich enough to support a wide variety of research questions from many disciplinary perspectives.

This course will take you through a mini big data project to provide you with hands-on experience and understanding of the affordances and limitations of data analysis methods. No background in the methods or programming skills are needed. We will be using easy-to-learn, free, web-based tools and software. Theoretically, we will explore how the representation of text in more visual formats which are removed from its semantic contexts, offer opportunities for both new insights as well as misrepresentation. Concepts to be covered include distant reading, algorithmic visualisation, social justice, and data feminism. An overarching goal of the course is to help you become more savvy users of digital information. We will explore the implications and challenges that these new methods and technologies pose to traditional research, analysis and publication, including issues such as transparency, authenticity, and bias. We will also have a pass/fail exercise in which you will explore the use of Generative AI in the discovery phase of research to allow you to critically understand its strengths and weaknesses.

**Intended Learning Outcomes**
- Explore different methodological approaches to computationally analyse textual corpora;
- Use text analysis to develop and respond to research hypothesis and questions;
- Understand how to analyse text (non-semantically) through visualisations;
- Critically reflect on the challenges researchers face when working with textual data through concepts including distant reading, social justice, and data feminism.

**Learning Resources**
- Underwood, T. (2015). Seven ways humanists are using computers to understand text. The Shell and The Stone. https://tedunderwood.com/2015/06/04/seven-ways-humanists-are-using-computers-to-understand-text/
- Klein, L. (2024) Data Feminism in Action. Women at the Table. You Tube. https://youtu.be/mwSiWpNAk2o?feature=shared
- Sinclair, S. and Rockwell, S. (2016). Text Analysis and Visualization: Making Meaning Count, In S. Schreibman, R. Siemens, and J. Unsworth (Eds.) A New Companion to the Digital Humanities (pp. 274–_90). Wiley Blackwell.

**Teaching and Learning Activities**
Lectures and tutorial group meetings.

**Assessment Methods**
- A group presentation on the affordances and limitations of data analysis and visualization (50%)
- A pass/fail assessemnt in which you will use AI to explore research topics (pass/fail)
- A final essay on one of the datasets introduced in class, exploring the data/text methodologically, theoretically, and historically (50%).

## *HUM2060 Poetry, Poetry Theory and Poetry Practices*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities | No |

**Prerequisite**
None.

**Description of the course**
Poetry usually falls under the general heading of literature. Literature however is a relatively recent concept as well as a recent cultural institution and it seems that one of the main goals of poetry theory of the last centuries has been to give poetry a firm literary profile. Looking at western modern poetry and its reception, this goal has certainly been reached, even to an extent that what poetry could and should be, seems to be realized in this western modern tradition that turned poetry into words-on-the-page. However, to some critics and scholars this traditional mode of poetry, focused on the printed page and dominated by white male poets, is in serious decline and a new mode of poetry, Spoken Word, led by poets of colour and aimed at a younger audience, will inevitably take over and perhaps already took over.

In the course *The Future of Literature? HUM2047* we will study Spoken Word as a new mode of poetry. In this course, we will study the still vital tradition of 'page poetry' and the often neglected role of women poets in this. Not only white women poets but also women poets of colour wrote their poetry in this traditional mode, and still do, but what is more important, they often transformed it. Here are some women poets we are going to read and study: Emily Dickinson, Edna St. Vincent Millay, Maya Angelou, Adrienne Rich, Sylvia Plath, Louise Glück. Students are encouraged to choose women poets of their first language for their mini-essays and final essay.

**Intended Learning Outcomes**
The main aims of this course are:

- To acquaint the students with the theory and practice of modern western poetry.
- To identify mechanisms of exclusion in poetry history
- To provide students with tools for analysing poetry
- To develop an individual case study on women poets.

**Learning Resources**

- Reference list (MU library), E-reader.
- Online sources.

**Teaching and Learning Activities**
Tutorial group meetings.

**Assessment Methods**
Two mini-essays (40%) and a final essay (60%).

## *HUM3001 Critical Theory as a Method: Reconstruction, Diagnosis, and Emancipation in Contemporary Societal Challenges*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Humanities | No |

**Prerequisite**
HUM1007 Introduction to Philosophy;

**Recommended**
COR1004 Political Philosophy
HUM2054 Back to the Philosophers Themselves; or SSC2028 Classical Social Theory ; or HUM3054 Dialogues in Philosophy: Thinking Difference - Feminism and Decolonialism

**Description of the course**
For decades, Critical Theory has served as a vital intellectual tool for analyzing power structures, ideology, and social transformation. Rooted in the Frankfurt School tradition, its methodology goes beyond critique to include reconstruction—identifying implicit norms within social practices and reimagining them to foster greater freedom, justice, and democracy. In a world where far-right populism threatens democratic institutions, where labor relations grow increasingly precarious, where technology exerts unprecedented control over social life, and where environmental destruction accelerates, Critical Theory provides a crucial framework for understanding and addressing contemporary challenges. By diagnosing social distortions and reconstructing normative ideals, Critical Theory remains as relevant as ever in both academic inquiry and practical interventions.
This course introduces students to the methodology of Critical Theory, emphasizing its role in reconstructing normative frameworks that shape modern society. It draws from the tradition of the Frankfurt School, engaging with thinkers from across its three generations—Adorno, Horkheimer, Marcuse, Habermas, and Honneth—while also exploring current developments in its overarching methodology through the works of Fraser, Jaeggi, and Feenberg. Their contributions, spanning critiques of capitalism, ideology, technology, recognition, and justice, provide a foundation for understanding the social pathologies of the present. Unlike purely critical approaches that focus on deconstructing power relations, Critical Theory seeks to uncover the implicit norms embedded in social practices and assess their emancipatory potential.
Through this methodological lens, the course will examine key contemporary issues, including far-right populism, economic insecurity, technological control, environmental crises, and struggles for civil rights. By engaging with these issues, students will acquire a methodological framework that can be applied to various forms of injustice and social pathologies, equipping them with the analytical tools necessary to critically assess and intervene in contemporary societal challenges.

**Intended Learning Outcomes**
- To develop critical thinking skills by analyzing social structures, power dynamics, and normative frameworks.
- To apply methodological approaches from Critical Theory to evaluate and engage with contemporary societal challenges.
- To enhance the ability to synthesize and interpret complex theoretical texts and ideas.
- To cultivate problem-solving skills by assessing social issues and formulating well-reasoned arguments.
- To improve communication skills through articulating and debating theoretical and practical perspectives.
- To foster independent research abilities and apply theoretical insights to interdisciplinary and real-world contexts.

**Learning Resources**
E-reader and selected articles

**Teaching and Learning Activities**
Tutorial group meetings and lectures

**Assessment Methods**
An in-class presentation and one end-term paper.

## *HUM3002 Language, Culture and Society II: Analyzing Language*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanites & Social Sciences | No |

**Prerequisite**
Two 2000-level courses in the Humanities or Social Sciences

**Recommended**
HUM2010 Language, Culture, and Society I; SKI2048 Introduction to Discourse Analysis (either before or after this course)

**Description of the course**
Human language is a distinctive social and cognitive phenomenon that permeates every aspect of our lives. Regardless of what field or discipline you are interested in, after the so-called 'linguistic turn' in the twentieth century, analyzing language as a major resource for meaning making is inescapable in the humanities and social science. In this course, we will explore how the study of language (i.e. linguistics) intersects with other areas of knowledge and research such as international relations, psychology, environmental science, technology, law, sociology and education.
The main questions that guide our enquiries are how to study language from different disciplinary perspectives, but also how to study issues in specific disciplines through language. For instance, if interested in conflict between groups, you can examine how a particular language policy that regulates the use or acquisition of a minority language affects the interaction between groups. Or you can investigate how minority and majority groups use language to establish or negotiate their claims (e.g. in social media). In both cases, you will find yourself trying to navigate the linguistic literature. This course offers a sound foundation in linguistic theory and methods as used across disciplines so that students can understand and apply these linguistic tools successfully.

**Intended Learning Outcomes**
In this advanced course, students will
- Become acquainted with linguistic research in cross-disciplinary perspective
- Gain insight into various methods of analyzing language in interdisciplinary research
- Learn about and assess linguistic theories and methods
- Apply linguistic theories and methods to interdisciplinary questions

**Learning Resources**
- Book chapters and academic articles

**Teaching and Learning Activities**
Lectures and tutorial meetings

**Assessment Methods**
Midterm essay, presentation and final project.

## *HUM3014 Philosophers of the 20th Century*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities | No |

**Prerequisite**
HUM1007 Introduction to Philosophy.

**Recommended**
HUM2008 Introduction to Ancient Philosophy/Ancient Philosophy or HUM3054 Dialogues in Philosophy: Thinking Difference - Feminism and Decolonialism/HUM2054 Back to the Philosophers Themselves.

**Description of the course**
The course reconstructs the main ideas of some of the most influential philosophers of the 20th century: Ludwig Wittgenstein (1889-1951), Martin Heidegger (1889-1976), Hannah Arendt (1906-1975), Michel Foucault (1926-1984), Jacques Derrida (1930-2004) and Jürgen Habermas (1929). Their ideas are partially the result of the practical turn within philosophy initiated in the 19th century by Karl Marx (1818-1883), Søren Kierkegaard (1813-1855), Friedrich Nietzsche (1844-1900) and Charles Sanders Pierce (1839-1914). So, elaborating on their work during the past century many philosophers took practical issues as the starting point of their philosophy. This course tries to figure out what these practical issues are and how they are related to their theoretical ideas. Moreover, the course addresses the link between the work of these philosophers and the societal context and discusses its heuristic value.

**Intended Learning Outcomes**
- To introduce students to influential philosophers of twentieth century philosophy.

**Learning Resources**
- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
An outline and a paper that addresses a controversy within the philosophy of the 20th century.

## *HUM3019 Totalitarian Temptation*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Humanities | Yes |

**Prerequisites**
At least one of the following courses: HUM1013 The Idea of Europe: The Intellectual History of Europe, COR1003 Contemporary World History, HUM2007 States and Nations in Europe, from the Middle Ages to the First World War.
And at least two 2000/3000-level courses in the Humanities or Social Sciences

**Description of the course**
The term totalitarianism entered our lexicon in the early 20th century, and has remained a key concept in discussing the political history of 20th-century Europe. The term has a certain weight to it: it recalls images from one of the darkest pages of European history and it invokes the picture of a dystopian world, as described by George Orwell in 1984. The term totalitarian is used in current political discussions too. Can Russia today be seen as a totalitarian state? What about North Korea? What can we say about the alleged return of fascism in the United States and how does this relate to debates on totalitarianism? In other words, plenty to discuss and untangle as we move further and further away from its origins in the early 20th century.

This course in history explores the discussions and debates surrounding the much-contested concept of totalitarianism. The course starts by evaluating foundational conceptualizations and theories of totalitarianism. Then, we shall explore and compare movements and regimes, such as the National Socialist, the Fascist and the Soviet communist, all of which aimed to radically transform societies and aspired to rule in a totalizing manner. We shall link their histories to those of genocide, mass violence and human rights. Furthermore, we shall study the cultural life under such regimes, as well as their aftermath and memory. The course explicitly draws on intellectual history, cultural and literary studies, as well as legal studies, in order to address relevant philosophical concerns, most particularly questions in epistemology and ethics. The course closes with analyses of contemporary discussions of the supposed fascist revival and an ongoing case of genocide.

**Intended Learning Outcomes**
By the end of the course, students will be able to:

- appraise the usefulness of the application of theories of totalitarianism in the context of the historical realities of fascist and Soviet Communist rule;
- discuss mass persecution in the context of the concentration camp system and relate this discussion to conceptualizations of genocide;
- understand what variety of legal and cultural practices, reflections and representations, can follow in the aftermath of traumatic historical experiences;
- evaluate how theories of totalitarianism and insights into past regimes help us grasp key contemporary processes;
- create high-quality academic research grounded in the intellectual history of totalitarianism and the wider historiography.

**Learning Resources**
Required Literature

- E-reader with primary source material, selected book chapters and journal articles.

Recommended literature (background)

- Brown, Archie (2009). The Rise and Fall of Communism. New York: Harper Collins.
- Hobsbawm, Eric (1994). The Age of Extremes. The Short Twentieth Century, 1914-1991. London: Michael Joseph.
- Mazower, Mark (1998). Dark Continent. Europe's Twentieth Century. London: Penguin.
- Mueller, Jan-Werner (2011). Contesting Democracy. Political Ideas in Twentieth-Century Europe. New Haven: Yale University Press.
- Todorov, Tzvetan (2005). Hope and Memory: Reflections on the Twentieth Century. London, Atlantic Books.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Students will be working on one piece of written research the entire course, with multiple graded components to guide the student and provide moments of feedback. These are: advanced outline, book review, final research paper, defense.

## *HUM3029 Literature, Art and Psychology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Humanities | No |

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

**Recommended**
HUM1007 Introduction to Philosophy.

**Description of the course**
In the first part of the course students will become familiar with the basic elements of psychoanalysis (Freud) and analytical psychology (Jung). Special attention will be paid to depth psychological theories on art and literature.

In the second part we shall read a number of widely diverging depth psychological interpretations of literary texts, such as Sophocles's Oedipus rex, Saint-Exupéry's Le petit prince, Goncharov's Oblomov, Hoffmann's The Sandman, Emily Brontë's Wuthering Heights, Robert Louis Stevenson's The Strange Case of Dr Jekyll and Mr Hyde, several fairy tales, myths, poems, and short stories.

The last part of the course is devoted to some epistemological aspects of depth psychological literary criticism. We will go into three main questions: What types of rules are to be observed when interpreting literary texts? To what extent does depth psychological literary criticism qualify as an academic discipline? And, finally, to what extent do depth psychological theories like psychoanalysis and analytical psychology qualify as academic disciplines?

**Intended Learning Outcomes**
- To introduce you to depth psychological (viz. Freudian and Jungian) literary criticism.
- To help you develop your sensitivity for depth psychological dimensions that works of art and literature may have.
- To provide you with the means to distinguish adequate literary interpretations from less adequate ones: on what reasonable grounds, if at all, can we decide that one (depth psychological) interpretation of a work of literature does more justice to the text than a competing one?

**Learning Resources**
- Bruno Bettelheim, The Uses of Enchantment (2nd, 1991).
- Umberto Eco, The Limits of Interpretation (2nd, 1991).
- Marie-Louise von Franz, Puer aeternus (3rd, 2000).
- Sigmund Freud, Creative Writers and Day-Dreaming (1908).
- C.G. Jung, Psychology and Literature (1930).
- Karl Popper, Conjectures and Refutations, the Growth of Scientific Knowledge. London: Routledge. (1963).
- Adolf Grünbaum, The Foundations of Psychoanalysis. A Philosophical Critique (1984).

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Participation, presentations, and a final paper.

## *HUM3034 World History*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities | Yes |

**Prerequisites**
Any course in history or sociology including COR1003 Contemporary World History.

**Description of the course**
Flowing from this objective, the course deals with the over all history of mankind, and a number of the decisive transformations involved in that history.
What sort of creatures are we? How have we evolved from and lived before we became homo sapiens? What sort of animals are our ancestors?

Important topics nearer in time are the agricultural and industrial revolutions. The agricultural or neolithic revolution has changed us and the world permanently. In a relatively brief period we went from hunting and gathering to tilling the soil and domesticating plants and animals. Why and how did we do this? Since the agricultural revolution our numbers have multiplied beyond comprehension. Societies became increasingly complex and stratified.
The industrial revolution lifted everything to a new unprecedented plane. A type of society arose, driven by industrial innovation and run on fossil fuels. We are still living in that kind of society today, so it is interesting to know how it came about.

The course will also deal with topics like the role of war, disease, religion, worldviews and finance in shaping history. Take disease. Their ways of life brought men in contact with all sorts of diseases. Especially after the agricultural revolution we had to adapt to diseases we caught from our domesticated animals. We still have to do this. Look at present day threats like bird flu. Living in some form of armed peace with diseases has always been a major characteristic of societies. How did we do this?

We will end the course by looking into the harnessing of energy, and the necessary limits to that in the various societal arrangements, such as hunter-gatherers, farmers and fossil-fuelers like us.

**Intended Learning Outcomes**
- To understand some of the major issues and episodes that have shaped the history of mankind. The focus will be on themes and topics that have had or are still having long term influences on historical development.

**Learning Resources**
- Material will be handed out at the beginning of the course.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Paper and final exam with open questions.

## *HUM3036 Narrative Media*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Humanities | No |

**Prerequisites**
At least two 2000-level courses in the Humanities or Social Sciences.

**Description of the course**
The first part of the course introduces main concepts from narratology, such as story, discourse, focalization, and narration. In addition, students will learn the differences between a structuralist and a postclassical approach to narratology.

During the second part of the course, narrativity in different media will be subject of investigation. We ask how different media construct stories and to what extent these stories are medium-specific. The media under study are the short story, the fixed image and series of images, comics, film, hyperfiction and digital games. For students with particular interest in literature, the *Handbook of Narrative Analysis* (2005) will be most instructive, while *Narrative across Media* will be most useful to students who are more oriented towards other media. We will read chapters from both books in this course as well as other literature that addresses the narrativity of media.

The final essay has to show that students are able to apply the methods introduced during the course to a case study that they are free to choose. Examples are the novel *House of Leaves*, the short story collection *Olive Kitteridge*, the comic *Deadpool* and its film adaptation, the graphic novel *Persepolis*, the film *5x2*, and the game *L.A. Noire*. As this is a course in the humanities, an approach to storytelling from the social sciences or psychology is only possible in comparison to methods from the humanities.

**Intended Learning Outcomes**
- To familiarize students with the methods of narratology (the study of storytelling) and important theories revolving around narratology.
- To analyze different media such as literature, paintings, photographs, comics, film, digital literature, and computer games.

**Learning Resources**
The following handbooks are the most crucial:
- Herman, L. and Vervaeck, B. (2005). *Handbook of Narrative Analysis*. Lincoln: University of Nebraska Press.
- Ryan, M.-L. (2004). *Narrative across Media*. Lincoln, London: University of Nebraska Press.

We wil also make use of excerpts from other sources, such as:
- Hutcheon, L. with S. O'Flynn (2013). *A Theory of Adaptation* (second edition). New York: Routledge.
- McCloud, S. (1993). *Understanding Comics: The Invisible Art*. New York: HarperCollins.
- Ryan, M.-L. (eds.). *Intermediality and Storytelling*. Berlin: de Gruyter.
- Verstraten, P. (2009). *Film Narratology*. Toronto: University of Toronto Press.

**Teaching and Learning Activities**
Tutorial group meetings, lectures and film screenings.

**Assessment Methods**
A short presentation (20%), participation and tutor performance (20%), and a final essay of max. 4,500 words (60%).

## *HUM3040 Crucial Differences in the 21st Century*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities | No |

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

### Description of the course
The course Crucial Differences in the 21st Century examines the complex interactions between gender, sexuality, race, ethnicity, class, age, and species difference in the contemporary world. Through a critical inquiry into various topical cases as well as major theoretical 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. The course is rooted in intersectional feminism, critical race theory, queer and trans studies, decolonial theory, and other critical frameworks that link together academic scholarship and grassroots activism. It thus aims to help students develop the twenty-first century skills and competencies necessary for understanding, navigating, and resisting current forms of sexism, racism, homo- and transphobia, speciesism, and other systems of domination.

The emergence of various social movements during the 1960s and 1970s – including the women's movement, the civil rights movement, the free speech movement, and LGBT+ activism – serves as a historical and conceptual starting point of the course. Special attention is directed to how intersectional feminisms and queer activisms have challenged the identity politics of mainstream social justice movements, and to the implications of these interventions for academic knowledge production. Subsequently, the course looks into the entangled workings of gender, sexuality, race, ethnicity, class, religion, and other 'crucial differences' through a variety of current case studies. From the 'headscarf debates' and anti-Muslim racism in France to the medicalisation of intersex bodies, from the rise of Dutch homonationalism to queer and anti-racist environmental movements, the course critically examines the manifold dynamics of difference, power, and inequality in the twenty-first century.Simultaneously, the course traces a future landscape of possibility for minoritarian subjects – including women, queer and trans people, persons of colour and indigenous people, as well as a range of nonhuman 'others' – by mapping critical strategies of resistance, resilience, and social justice.

### Intended Learning Outcomes
Upon completion of this course students are able:

- To demonstrate an understanding of current theoretical approaches within gender studies, postcolonial studies, and queer studies;
- To examine how contemporary configurations of gender, sexuality, 'race', ethnicity, social class, and other categories of difference operate as systems of power and inequality in a variety of contexts in the late twentieth and twenty-first centuries;
- To identify and take part in topical academic and societal debates within contemporary gender and diversity studies.
- To analyse the dynamics through which multiple forms of identity and difference, inclusion and exclusion, equality and inequality are produced and reproduced by applying intersectionality as a critical theory and method;
- To construct an effective research design for an undergraduate research paper within the field of gender and diversity studies.

### Learning Resources
- E-reader.

### Teaching and Learning Activities
Tutorial group meetings and lectures.

### Assessment Methods
A group presentation (40%) and a final research paper (60%)

## *HUM3043 Acts of Literature: The Role of Prose, Poetry and Plays in a Changing World*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Humanities & Social Sciences | No |

**Prerequisites**
At least one relevant 2000-level course in the Humanities or at least one relevant 2000-level course in the Social Sciences.

**Description of the course**
As stated in Eleonora Belfiore's and Oliver Bennett's *The social impact of the arts*: *An intellectual history* (2008) the question of what the function of literature could be – or should be – produced from Aristotle on many answers that could roughly be grouped under the following overarching concepts: **catharsis** (emotional, didactical, or intellectual**), personal well-being** (literature as therapy, play, or experience), **education and self-development** (basically the humanist's view of literature as, in Stephen Spender's words, 'central medium for the realization of man's search for significance in life'), **moral improvement and civilization** (French Enlightenment, Kant, Martha Nussbaum), **political instrument** (Brecht, social realism, nazi and fascist literature, feminist, postcolonial, and minority literature, often also in the sense of the unmasking of literature as vehicles for accepting hierarchies in society: Orwell, Foucault, Said, Judith Butler, the Frankfurt School), **social stratification** (Weber, Simmel, Bourdieu), and the **rejection** of any of these functions (Kant again, *l'art pour l'art*). However, the starting point of the course is the notion that literature exists only in the readings given to it: literature has no existence outside these readings. The work of literature is an **event** or, from the reader's position, an **experience**, both set in a particular **culture** that is made up by habits, norms, values, representations, beliefs, expectations, and prejudices. With the recent merging of literature's functions of education and moral improvement in mind (e.g. for the benefit of democracy, see Martha Nussbaum's work), the main challenge of the course is trying to find out in what way the ethical and political demand made by a literary work is to be found in what makes it literature, as an event and as an experience, rather than in properties it shares with other discourses, such as historical writing, biographies, and journalistic work. In other words: what is it that makes acts of literature in society **literary acts**?

**Intended Learning Outcomes**
The main aims of this course are

- To acquaint the students with the history of ideas on possible functions of literature.
- To familiarize the students with the notion of the work of literature as an event and as an experience
- To introduce students to periods of societal change in western and non-western societies and the role of literature played in it.
- To provide the students with analytical tools for contextualizing (historicizing, situating, comparing) the case studies in the course.
- To teach the students to present their own case studies as possible contributions to the course of the next year's edition.

**Learning Resources**

- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings.

**Assessment Methods**
Two mini-essays (40%) and a final essy (60%).

## *HUM3045 Distributive Justice in Contemporary Political Philosophy*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Humanities & Social Sciences | No |

**Prerequisite**
COR1004 Political Philosophy.

**Recommended**
HUM1007 Introduction to Philosophy and/or HUM2051 Philosophical Ethics.

**Description of the course**
Distributive Justice concerns the morally correct way of distributing the burdens and benefits of social cooperation among citizens. In the wake of the publication of John Rawls's monumental *A Theory of Justice,* there has been an explosion of political philosophizing about this issue, one that continues to this day. This course will examine the work of some of today's most prominent political philosophers working in the field of justice. In doing so we will study several topics that are related to some of the issues discussed in COR1004 (Political Philosophy). As such the course is designed to be a sequel to that course, and familiarity with the concepts and authors discussed in that course is presumed.

Having said that, this course is distinctive in several respects. First of all, the course will strictly focus on debates within academia, rather than hot political debates within the wider community. Secondly, the course will exclusively use original primary texts, i.e. original scientific articles and book chapters. Thirdly, the course will be particularly concerned with the construction and evaluation of the minutia of argument. We will be looking at the strengths and weakness of the arguments presented for certain ethical claims and positions, with the aim of figuring out whether we agree with them, and to determine what our own conception of justice is.

**Intended Learning Outcomes**
- To examine some recent developments in political philosophy in the field of distributive justice.
- To engage with the work of today's leading political philosophers in this field and critically evaluate their arguments.
- To discover one's preferred conception of justice.

**Learning Resources**
- E-Reader containing contemporary papers and chapters.

**Teaching and Learning Activities**
Tutorial group meetings.

**Assessment Methods**
A final paper presenting the student's considered views on the question of distributive justice, and a presentation.

## *HUM3049 Science and Technology Studies 2: Science, Power and Construction of Facts*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities & Social Sciences | No |

**Prerequisite**
None.

**Description of the course**
Science is the system of knowledge production through which truths are constructed, and therefore is an incredibly powerful institution that requires critical examination. At the same time, significant contemporary movements of “alternative facts” and “post-truth politics” are underway. What is the relationship between these two phenomena, and how is power enacted through the establishment of “facts”? In order to understand the power that science enacts in its production of “facts” this course looks to the social, cultural, historical, political, and economic contexts through which science is practiced and scientific knowledge is circulated through society. With this focus on science, this course act as the follow-up of the *Living in a Technological Culture* course.

In this second introduction in *Science and Technology Studies* (STS) we will take a closer look at the production and dissimination of technoscience outputs, and will study science in action in its immediate environment as well as in its role and position in society. To do so we zoom in on processes in which credible facts are established and published and its collaborative character. This also includes the integrity of science and in particular its grey areas.

In addition to the immediate context in which scientific facts are created, the course also considers the broader socioeconomic and historical context in which science operates. This includes not only the commercialization of science and ownership issues (e.g., IPR and patenting), but also the politics of knowledge and the role of alternative facts. After all, (fake) facts involve promises and expectations related to our hopes and fears.

Finally, you will gain insight into how the cultural-historical context influences not only the interpretation of facts through metaphors, but also what "science" is and the conditions for its knowledge production. In this way, we reveal the Western identity of the hegemonic conceptualization of science and discuss its relationship to social power structures. Aiming to establish an awareness and understanding of epistemic diversity, the course also pays attention to alternative knowledge systems and how to position them in relation to the Western knowledge system.

We enter the world of science through various case studies, such as Einstein's theory of relativity and gravitational waves. But don't worry, it's a Social Sciences and Humanities course, so you don't need physics skills. While some case studies are from the past, such as the knowledge systems of the Polynesian seafarers and the Gothic catherdral builders, other case studies are linked to more current topics, such as climate change, pandemics and mental disorders. Through discussions and analyses of these topics, the course aims to get you thinking critically about "common sense" views on the making and use of scientific claims. To get first-hand information, the course also includes a group interview with a scientist.

**Intended Learning Outcomes**
By the end of this course students should be able:

- To describe the contemporary challenges and dynamics of knowledge production in the sciences.
- To identify the complexities of how scientific knowledge is distributed and communicated in society
- To critically analyze ‘common sense’ views of the making and use of scientific claims.
- To be aware of the presence and relevance of different knowledge systems

**Learning Resources**

- The compulsary readings will be provided via CANVAS

**Teaching and Learning Activities**
Tutorial group meetings, lectures, and a visit to a scientific lab/ or interview with a scientist.

**Assessment Methods.**
*Participation*: (20%), students are expected to be well-prepared and contribute actively to class discussions and take the co-responsibility for a creative and effective tutorial format.
*Midterm*: (30%) a group presentation on basis of an interview with a scientist.
*Final paper*: (50%) an individual academic paper.

## *HUM3050 Aging and Ageism: A Cultural Critique*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities & Social Sciences | No |

**Prerequisite**
A 1000- or 2000-level course in humanities or social sciences, for instance HUM1003 Introduction to Cultural Studies: Doing Cultural Studies, HUM2003 The Making of Crucial Differences, SSC1029 Sociological Perspectives or SSC2065 Theories of Social Order.

**Description of the course**
If you have enjoyed courses in crucial differences, cultural studies, and identities, this course will be another eye-opener. It focuses on age as identity marker and is set up in true interdisciplinary fashion encompassing perspectives from economy, history, the arts, globalisation and gender studies, amongst others. If you believe aging is a far removed from your personal sphere – think twice and continue reading!
Headlines everywhere tell us that ours is a graying world and that population aging will be a defining influence on our twenty-first century, radically affecting public health and national economies. These demographic predictions—the result of the trends of declining mortality and increasing longevity—are typically accompanied by dire warnings of the challenges ahead: unsustainable pension systems which will encumber younger generations, the critical need for more caregivers and more resources to care for the increasing numbers of those who are frail and dependent, concerns about maintaining technological progress and competitive workforces with an aging labor force, etc. Rarely are such numbers presented in terms of the possible benefits that population aging might bring, such as in experienced leadership, informal caregiving, and a more flexible labor force less hampered by child care. Also often excluded from these projections is any sense of what life is actually like for the diverse millions of people who grow into old age. How do we know what these numbers will mean for our economies, our social structures, our loved ones, and ourselves? To begin to address that question, we need to understand better what it means to grow old in the twenty-first century and how this meaning may have developed or changed over the course of history or be differently shaped by national and transnational cultures. Also, it requires research into the many images and stories of aging that circulate in popular culture and influence the way we think about older people. This, then, will form the heart of the inquiry we will make in this course. We will explore what aging is and means from different disciplinary, historical and (trans)national perspectives, examining the concerns raised about aging societies and the causes and consequences of ageism, which is prejudice or discrimination based upon a person's age.
Aging is a topic that we all have a stake in. On one level, this stake is very personal. If we live the long lives we desire, we will all become older, whether or not the label "old" is one we fear or desire. On a larger scale, the concerns of population aging cross every discipline and ageism pervades all parts of our social and personal lives, even when we don't recognize it. Whatever occupation you pursue, a deeper understanding of aging will have relevance. This course will prepare you to engage critically in the current and future debates about our aging society and to interrogate your hopes and fears for your own aging experiences. Theoretically and methodologically, this course is part of diversity studies as it adds the category of age to other identity markers, such as gender, sexuality, class, ethnicity, and religion. It addresses ageism and its relation to sexism, racism, ableism, classism, and speciesism.

**Intended Learning Outcomes**
- To understand age as an identity category that intersects with other categories like gender, sexuality, disability, and ethnicity.
- To distinguish between multiple, disciplinarily-influenced ways of defining 'age' including chronologically, functionally, subjectively, and culturally.
- To recognize ageist discourses (cf. the reduction of aging to physical and mental decline) and practices and to reflect on attitudes towards age within a university setting through the design of an anti-ageist intervention .
- To distinguish between realistic concerns and the alarmist hype surrounding global population aging.
- To understand different methods that are implemented in aging research, ranging from visual analysis to ethnographic approaches and action research.

**Learning Resources**
- E-reader containing excerpts from books and relevant journals combined with a range of visual materials.

**Teaching and Learning Activities**
Tutorial group meetings and (guest) lectures.

**Assessment Methods**
The assessment of this course is based on (1) a presentation, and (2) a collective proposal for an anti-ageist intervention at UM.

## *HUM3051 Medical Humanities: Bodies & Minds, Histories of the Normal and the Pathological*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Humanities & Social Sciences | No |

**NB:** This course is highly interdisciplinary (philosophy, history, cultural studies, medical anthropology & sociology, several branches of medicine). It is situated at the crossroads of Social Sciences, Humanities, and Science.

**Prerequisite**
Students should have taken at least one of the two following courses: COR1002 Philosophy of Science or HUM1003 Introduction to Cultural Studies: Doing Cultural Studies.

**Description of the course**
Medical humanities acknowledge that instead of being fixed entities, health and illness are constantly changing, ambiguous phenomena. What is called healthy or ill depends on a large variety of issues and dynamics: cultural, socio-economic, and religious aspects; moral factors; legal systems; science; technology; art and media, etc. This course approaches the question of health, disease, and illness through a philosophical, anthropological, and sociological exploration of "bodies" and "minds". Through a historical and cross-cultural perspective, we will discuss various concepts of body and mind. We will discuss how and why some bodies and minds are considered normal and others abnormal or pathological. We will draw on scientific, social, cultural, and economic contexts, but also on how bodies and minds are represented in art and (popular) culture. In addition to theoretical texts, we will incorporate the individual experience of health and disease, through patient narratives, and personal accounts of suffering, coping, and resilience. Topics include cosmetic surgery, organ transplantation, cognitive enhancement, psychological trauma, (assisted) dying, and medical imaging technologies.

**Intended Learning Outcomes**
- To gain knowledge of different influential conceptions of 'body' and 'mind', 'healthy' and 'sick', 'normal' and 'pathological', 'regular' and 'deviant'.
- To gain an understanding of how cultural, social, economic, legal, scientific, and religious contexts play a role in the construction and consequences of these distinctions.

**Learning Resources**
- E-Reader. (Articles that are not included in the E-Reader will be made available for photocopying during the course). A book on a special topic in this field, selected by you from a list offered.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Participation tutorials; Midterm book review and presentation; End term essay and presentation.

## *HUM3052 Lifting the Iron Curtain. Modern and Contemporary Eastern Europe*

| Semester | Period | ECTS | Core | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Humanities | No |

**Prerequisite**
COR1003 Contemporary World History and one of the following: HUM1013 The Idea of Europe: The Intellectual History of Europe, HUM2007 States and Nations in Europe. From the Middle Ages to the First World War, SSC2002 International Relations: Themes and Theories, SSC1025 Introduction to Political Science.

**Description of the course**
Lifting the Iron Curtain studies the political, social and economic transformation of Eastern Europe from the end of the First World War till today. This multidisciplinary course can be divided into two major parts: a historical one devoted to the 'short twentieth century' until 1989-91 and a contemporary one exploring the achievements and shortcomings of the three decades since. The first half of the course starts by examining East-West relations in Europe on a material and discursive level. It continues with discussing the emergence of the nation state system and the rise and fall of democracy after the First World War. It also focuses on the practically simultaneous emergence of the Bolshevik regime in the (newly created) Soviet Union as well as the development of this regime under Lenin and Stalin. The course includes sessions devoted to the origins of Soviet-type regimes in Eastern Europe; the major challenges these regimes had to face, such the Hungarian uprising or the Prague Spring and the reasons behind their unexpected, sudden collapse in 1989-91. The second half of the course assesses the political and economic transformation of Eastern Europe since 1989-91. Questions regarding democratization and the quality of democracy in the region as well as the European opening and the related expectations, hopes and disappointments will be in the center of our attention. We shall also zoom in on the origins and unfolding of the two major violent conflicts in the region since, that in former Yugoslavia in the 1990s and the ongoing one in Ukraine. The course closes with a discussion of the major challenges Eastern European countries confront today.

**Intended Learning Outcomes**
The course explores key developments in Eastern Europe over the past hundred years from a comparative point of view with a focus on communist regimes (discipline of history and field of Soviet studies) as well as contemporary trends, such as democratization and Europeanization, economic transformations and crises, as well as violent conflicts since 1989-91 (comparative politics and international relations, economic history, peace and conflict studies). The course aims to broaden students' horizons to a region which has been the central stage of numerous recent transformations and cataclysms in Europe. It seeks to equip students with the tools to analyze modern and contemporary Eastern Europe from a multidisciplinary perspective.

**Learning Resources**
- Connelly, John (2020). From Peoples into Nations: A History of Eastern Europe. Princeton: Princeton University Press.
- Klimó, Árpád von and Livezeanu, Irina, eds. (2017). The Routledge History of East Central Europe since 1700. London: Routledge.

**Teaching and Learning Activities**
Tutorial group meetings twice a week, lectures and documentaries.

**Assessment Methods**
Country presentation and final research paper of 3500 words (list of potential topics to be circulated).

## *HUM3053 The Idea of Africa*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities & Social Sciences | No |

**Prerequisite**
One 1000 level course in either the Humanities or the Social Sciences. Two 2000 level courses within the following fields: philosophy, sociology, international relations, cultural studies, history, media-and art studies and political science.
**Recommended**
SSC2071 Latin America: history, Politics and Cultures, HUM2003 The Making of Crucial Differences

**Description of the course**
In this comprehensive course - the title of which is taken from Valentin-Yves Mudimbe – we will deal with two questions throughout the period: 1) How have we come to *know* Africa and 2) To what extent can one speak of an African knowledge (Africanism), and in what sense? (Mudimbe, *Invention,* p.9). Course readings are predominantly based on writings that are produced either on the African continent or by African writers and/or scholars. We start out the course with an interrogation into how we imagine the continent from within and outside of Africa. Does the "single story" narrative, i.e. stereotypical representations that involve images of poverty, starvation and war, influence our imagination as outlined by Chimamanda Ngozi Adichie or is our imagination more multilayered? What comes after is a historical journey into how Africans came into contact with Europeans prior to the Atlantic slave trade. Excerpts from John Thornton's book, *Africa and Africans in the Making of the Atlantic World 1400 – 1800* (2012) will serve as a starting point for this. We then look into African epistemologies of knowledge to explore how African knowledge is constructed and organized. Focusing on Mudimbe's *The Invention of Africa* (1988), we explore what he refers to as "African gnosis," i.e. a term he uses to include African traditional systems of thought into what is generally denoted as African philosophy. We look into the argument in which he states that the colonizing structure has resulted in dichotomizing structures where the traditional is juxtaposed with the modern, the oral with the written, the agrarian with the urban and the subsistence economy with the highly productive economy. This, in turn, has produced marginal societies, cultures and human beings. This task is followed by Aimeé Césaire's *Discourse on Colonialism* (1950), an intense and exemplary text from the Black radical tradition written at the height of decolonization movements in Africa and at a time when Western colonial nations were losing their hold on their colonies. From this we take a dive into examples of anticolonial resistance via sections from Saidya Hartmann's study on the transatlantic slave route as well as Frantz Fanon's reflections on the complexities of resistance by the Algerian population during the Algerian war. Fanon provides us with a brilliant analysis of the doctor-patient relationship and its significance to the anticolonial struggle. This is followed by exploring how movements such as Pan-Africanism and the Black Consciousness movement in South Africa have affected the African experience. Desmond Tutu's *No Future without Forgiveness* (1999), a detailed and fascinating report on South Africa's Truth and Reconciliation Commission comes after this exploration. We conclude the course by delving into contemporary political themes such as African feminism, Queer politics, questions of whiteness in Africa and the politics of "development."

**Intended Learning Outcomes**
- To become critically reflexive about Western ideas and images of Africa and to dismantle European constructions of the African continent.
- The course will provide students with a first-hand experience of reading works by and learning from African scholars from within and outside of the continent.

**Learning Resources**
- Course readings are mostly, but not exclusively, based on African writers in-and outside of the African continent. Among the writers and scholars we read are V.Y. Mudimbe, Aimee Cesaire, Saidiya Hartman, Walter Rodney, Frantz Fanon, Desmond Tutu and Steve Biko.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
A final take home exam or research paper, participation grades and graded discussion leading.

## *HUM3054 Dialogues in Philosophy: Thinking Difference - Feminism and Decolonialism*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Humanities | No |

**Prerequisite**
COR1004 Political Philosophy
HUM1007 Introduction to Philosophy and/or HUM2008 Ancient Philosophy and/or HUM2051 Philosophical Ethics.

**Description of the course**
For centuries, philosophy has interrogated and provided understandings of fundamental aspects of human life: What is it to be a human being? How can we gain knowledge and what qualities should a 'knower' have to obtain reliable knowledge? What is justice and which normative standards should we develop to know and do 'the good'? While such questions concern all of us, the universalist and objectivist aspirations of mainstream philosophy have increasingly been challenged by feminist and post- and decolonial philosophers. These perspectives problematize how gendered, classed and racialized biases have profoundly shaped how philosophy has – both consciously and unconsciously – constructed boundaries between 'selves' and 'others', thereby providing justifications for social orders marked by inequalities and exclusions of those considered to be beyond the sphere of 'the human'.

In this course we will engage with feminist and decolonial dialogues in philosophy, by reading original texts by canonical philosophers and the responses they have engendered among those labeled as 'others' and relegated to the margins of humanity. We will discuss for example how feminist philosophers like Mary Wollstonecraft, Genevieve Lloyd and Luce Irigaray engage with the androcentrism inherent in the writings of thinkers like Rousseau, Descartes and Plato. We will also examine how decolonial philosophers like Sylvia Wynter, Frantz Fanonand Nelson Maldonado-Torres analyse how Western thinkers like Pico Della Mirandola, Hegeland Heidegger (re)produced ontological and epistemological boundaries between the 'self' and racialized others. By centralizing a dialogical approach, the course will stimulate a critical engagement with key philosophical texts, while demonstrating how such an approach can help us to not just criticize, but to constructively expand the philosophical foundations of our societies.

**Intended Learning Outcomes**
- To read and to demonstrate understanding of original philosophical texts;
- To situate these texts in their historical context;
- To understand and explain criticisms voiced by key texts in feminist and decolonial philosophy;
- To critically assess philosophical texts by identifying assumptions and (implicit) understandings about identity, objectivity, humanity, self and otherness in philosophical arguments.

**Learning Resources**
E-reader.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Preparations for class discussion and a final paper.

# Sciences (SCI)

## *SCI1004/CHE1101 Introduction to Chemistry*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Sciences | No |

***Note:*** Please be aware that this course is jointly offered together with MSP. This might imply that classes will take place in the MSP building, and explains why the course is displayed under an MSP course code.

**Prerequisite**
None.

**Co-requisites**
PRA1101 Introduction to Scientific Research I.

**Description of the course**
The emphasis of this course will be on a number of essential topics in modern chemistry. The first part of the course will provide an overview of the structure of atoms and their place in the periodic table as well as the properties of various types of chemical bonds and chemical bonding theory. The second partwill present an introduction to physical chemistry with important topics such as the characteristics of gases/liquids/solids, thermodynamics and reaction kinetics. In the final part, the course focuses on a selection of important chemical subjects which form the basis of chemical studies in general. Typical topics in this part of the course are based on acid-base chemistry and electrochemistry.

**Intended Learning Outcomes**
- To gain an understanding of the nature of atoms and their organization in the periodic table
- To recognize various classes of chemical compounds and to understand their chemical and physical properties
- To obtain an understanding of the physical chemistry fundamentally important to biological and chemical processes, with an emphasis on thermodynamics and kinetics
- To use concepts acquired from kinetics, thermodynamics, acid-base chemistry, and electrochemistry, to predict the potential outcome of chemical reactions;
- To acquire sufficient background for more advanced courses in chemistry, biochemistry and the life sciences.

**Learning Resources**
- Chemistry, via OpenStax (https://openstax.org/details/books/chemistry-atoms-first-2e) ISBN-10: 1-947172-63-8 / ISBN-13: 978-1-947172-63-0.

**Teaching and Learning Activities**
Online Lectures, Q&A sessions, and tutorial group meetings.

**Assessment Methods**
- A midterm examination consisting of multiple choice, short answer, calculation and/or explanation questions; Weekly homework; A final (cumulative) examination consisting of multiple choice, short answer, calculation and/or explanation questions.

## *SCI1005 The Digital Enterprise*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Sciences & Social Sciences | No |

**NB:** The course is an introductory course to the Information Sciences curriculum, providing an overview of topics related to the use, embedding and management of information and information technology. The emphasis will be on the organizational (enterprise) context, but we will also touch upon the broader societal impact of information technologies.

**Prerequisite**
None.

**Description of the course**

Too often IT is viewed as the province of technocrats, a domain inhabited by technical experts with little relevance to real-world problems. And yet, the economic importance of information, information systems, and thus information management has been growing constantly over the last decades, thanks to the relentless increase in computer performance.

We are increasingly dependent on information systems and data to make decisions in a wide range of domains. Sensor and network technology helps us to collect and analyze data in real-time, and to speed up decision making in all areas of our society. The possibilities of information and computer science are endless, but they also raise concerns: for instance about privacy, security, and identity, but also about interpretation and perception of data.

All these developments have led to the present-day ”digital enterprise”. In digital enterprises, the creation, distribution, use, integration and manipulation of information is a significant economic activity. The digitization of enterprises also has consequences for society. People who have the means to partake in this form of society are sometimes called digital citizens. This is one of many dozen labels that have been identified to suggest that humans are entering a new phase of society. The digital society can be both a threat and an opportunity to enterprises – this is, for instance, clearly visible in sectors such as retail (traditional retailers vs Amazon & Co), accomodation (traditional hotel vs AirBNB) and transportation (traditional taxis vs Uber).

This course offers an overview of role of digital concepts in enterprises: the digital enterprise. The course provides both a theoretical grounding and a pragmatic approach to applying key concepts. Drawing on ideas, tools, and techniques from such disciplines as economics, sociology, cognitive science, organizational behavior, and computer science, the course shows the digital enterprise from different perspectives: its position in society and the market , but also elements such as governance, information technology, and people. The course serves as an introduction to other Information and Computer Science courses, in which the various topics of the Digital Enterprise will be discussed in more detail.

**Intended Learning Outcomes**

- To introduce students to the role of data, information and knowledge in several contexts: enterprises, but also society in general.
- To familiarize students with the background of knowledge management, its models and application.
- To introduce students to the methodologies used in developing information systems (e.g. the systems development lifecycle method versus agile methodologies).
- To introduce students to the organization and governance of data, information and knowledge.
- To introduce students to the managerial challenges associated with the use of information systems in enterprises.

**Learning Resources**

- E-Reader

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
During the course the students make several small assignments. Theoretical aspects of the course are applied and concepts are translated to practical usability. In addition to that, students do a group assignment, including a presentation, and write an online blog about a topic that is relevant for the course.

## *SCI1009 Introduction to Biology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Sciences | Yes |

**NB:** This course is aimed at students who have only taken basic level biology. It is strongly suggested that students with substantial high school experience in biology consider taking relevant 2000-level courses directly (for an indication of the relevant topics, see **SCI-B**,). However, the content of this course does go beyond high school biology end level. It is possible to take this course without having previously taken biology, but it will be challenging.

**Prerequisite**
None.

**Description of the course**
Biology, the science of life, studies organisms as the basic units of life. How they are evolved, how they are build up, how they act, how they communicate with each other, how they are related to the non-living environment, and how they reproduce. Since organisms are built up of cells, the basic unity of all life forms, the course will start with biomolecules and reactions that enable life, followed by tasks about organelles, cells, DNA and the protein machinery that results in the diversity of cells. We will continue with cell growth and differentiation, metabolism and reproduction. Towards the end of the course, we will go into organ systems and evolutionary mechanisms that ultimately provide the biodiversity on planet Earth.

**Intended Learning Outcomes**
After this course, students are able to

- classify the 4 molecules of life based on structure and function
- differentiate between prokaryotic and eukaryotic cells based on organelles and their function
- summarize the main pathways to generate ATP
- compare and contrast the processes of cellular respiration and photosynthesis
- transcribe and translate molecules if DNA, mRNA, or amino acid sequence is given
- describe the phases of mitosis and meiosis
- provide and use examples of homeostatic mechanisms in animal bodies
- differentiate between innate and adaptive immunity
- recognize top-down or bottom-up effects in food chains
- differentiate between homologous and analogous adaptations

**Learning Resources**
Campbell et al., *Biology, a global appraoch*, 12th edition, 2020.

**Teaching and Learning Activities**
Lectures and tutorial group meetings.

**Assessment Methods**
Assessment will be based on 1) a midterm exam, 2) a final exam and 3) a presentation, in small groups, on a selected biology topic.

## *SCI1010 Basic Mathematical Tools*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Sciences & Social Sciences | Yes |

**NB:** This course is aimed at students who have only taken basic level Mathematics in High School. Although the level of high school mathematics required for this course is basic, the pace of this course exceeds high school levels. Further, the course topics cover, but also digress beyond high school mathematics. Thus, since the emphasis of this course is on computational rather than conceptual issues, students that take this course are required to have at least some affinity with quantitative skills and application of mathematical techniques. Students who are not sure whether this course is appropriate for them are welcome to contact the course coordinator. It is strongly suggested that students who have taken the highest level of mathematics in high school consider taking relevant 2000-level courses directly.

**Prerequisite**
None.

**Description of the course**
Students learn to analyze mathematical problems from various fields in mathematics, such as analysis, algebra, and probability theory. Thus, students are trained to model and solve quantitative problems from a wide variety of disciplines.

The course is intended in particular for students with only a limited mathematical background from pre-university education that need to refresh their skills in mathematics and calculus. The first three weeks recap topics that are already covered in secondary school. The remaining weeks cover more advanced topics to prepare students for further quantitative courses.

The course guides students through a wide variety of topics in mathematics and its applications. Topics range through solving equations and inequalities, techniques for differentiation, function analysis, probability theory, geometry and approximation techniques.

**Intended Learning Outcomes**
- To provide students with a thorough mathematical basic toolbox.
- To train students in computation and analytic reasoning.
- To demonstrate why mathematics is extremely useful in many disciplines.
- To prepare students for more advanced courses in mathematics.

**Learning Resources**
- *E-Reader*.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Written exam and presentation of homework assignments in class.

## *SCI1016 Sustainable Development: An Introduction*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Sciences & Social Sciences | No |

**Prerequisite**
None.

**Description of the course**

Today it is acknowledged that achieving sustainable development at the local, regional and global scale is one of the greatest challenges for the 21st century. But in many cases the term 'sustainable development' functions as little more than a vacuous buzzword. So what does sustainable development actually mean? How unsustainable is our global society at the moment? Are we contributing to irreversible climate change? Are we already passing dangerous global environmental tipping points? Why are humans acting in such unsustainable ways? And, of course, what are sustainable ways forward?

This course aims to enhance student's understanding of 'sustainable development', based on the notion that human development can only be sustainable when environmental boundaries are respected. The course introduces the main concepts, ideas and theories related to the term sustainable development. Students will gain insights into (the limits to) humanity's immense impact on the earth's systems and the underlying drivers of these unsustainable trends. Furthermore, sustainable development requires an understanding that inaction has consequences. Students will explore ideas about how to achieve a more sustainable society. As part of the examination students will link theories/concepts/ideas discussed in the course to a self-selected case study (a promising way forward towards sustainability) in a poster presentation.

**Intended Learning Outcomes**

- To gain a basic understanding of the (various perspectives on the) concept of sustainable development and some of the main related ideas, concepts and theories.
- To gain insights into (the limits to) our immense global human impact on the earth's systems and the underlying drivers of these unsustainable trends
- To explore ideas about how to achieve a more sustainable society.

**Learning Resources**

- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Practical assignment (poster presentation) and written exams.

## *SCI2002 Discrete Mathematics*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Sciences | No |

**Prerequisites**
Substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii). Students who are unsure if this course is suitable for them can contact the coordinator to discuss their situation.

**Description of the course**
The students will learn the what the following fundamental concepts involve:

1. Numbers: We discuss a.o. integers, natural numbers, real numbers and prime numbers and properties that these classes of numbers have;
2. Logic: This involves drawing (correct!) conclusions and how to use logic to prove mathematical statements.
3. Sets: A set is nothing more than a collection of items. Often those items will be numbers, but this is not necessarily the case. We discuss properties of sets and concepts related to sets, like intersections, and unions;
4. (Mathematical) relations: A relation is essentially a comparing mechanism for elements in a set. E.g. 'smaller than'. We discuss several relations and their properties;
5. Functions: A function is a mapping from one set to another. We discuss several properties that functions may have, like invertibility;
6. Combinatorics, the science of 'smart counting': The question is 'In how many ways…', the answer will often be a big number and we discuss how to find them quickly. For this purpose we use concepts like permutations and combinations.

Almost every time mathematics is used, it concerns some of the above concepts. A good understanding of these topics is therefore very important and Discrete Mathematics is a perfect course to combine with other mathematics courses. Hence, students who are interested in (applied) mathematics, computer science and/or econometrics might find this course particularly useful.

**Intended Learning Outcomes**

- To make students familiar with several fundamental concepts in mathematics, a.o.numbers, logic, proofs, sets, relations, functions and combinatorics (see description).
- To get the students to notice how beautiful the world of mathematics is.

**Learning Resources**

- Chetwynd, A., & Diggle, P. *Discrete Mathematics*.

**Teaching and Learning Activities**
Frontal, but interactive instruction and active training in comprehending the instructed material by spending a lot of time on problem solving, either individually or jointly with other participants. During all contact hours instruction and practice will alternate in line with the progress of the material in the book/lecture notes.

**Assessment Methods**
Intermediate quizzes and a written final exam.

## *SCI2009 Human Physiology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Sciences | No |

This course is designed to be taken in combination with SKI2079 Lab Skills: Human Anatomy and Histology. Students wishing to take the Lab Skills should concurrently enroll in, or have completed, this course. Students wishing to take SCI2009 Human Physiology without taking the Lab Skills may do so.

**Prerequisites**
SCI1009 Introduction to Biology. Students with substantial high school experience in Biology (For an indication of the relevant topics, see SCI-B, p. vi-viii) can contact the coordinator to request a waiver.

**Description of the course**
While Mathematics is seen as the father of science, Physiology is the mother. Physiology attempts to explain the physical and chemical factors that are responsible for the origin, development, and progression of life. Human physiology investigates the mechanisms of the human body making it a living being (Guyton). In the healthy human body it is of the utmost importance that the working conditions for all cells are kept "constant". In this respect it is noteworthy that essentially all organs and cells of the human body perform functions that help to maintain this constant nature or homeostasis by using feed-back mechanisms. We will begin by discussing the physiology of the cell, and the function of the cell membrane. Continuing, we will discuss cardiovascular physiology, respiratory, fluid and salt balance, followed by the autonomic nervous system and the endocrine system and ending with gastrointestinal physiology, control and feedback.

**Intended Learning Outcomes**
- To obtain basic knowledge of human physiology.

**Learning Resources**
Multiple sources provided by UM/UCM libraries including textbooks on:
Physiology, Biochemistry, Physics, Pathology, Internal Medicine, etc. The use of the on-line library Access Medicine, and Clinical Key (access provided by UB).

**Teaching and Learning Activities**
Lectures and tutorial group meetings.

**Assessment Methods**
Written exam and a presentation on a physiological subject of choice.

## *SCI2010 Introduction to Game Theory*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Sciences | No |

**Prerequisites**
SCI1010 Basic Mathematical Tools or substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii). Students who are unsure if this course is suitable for them can contact the coordinator to discuss their situation.

**Description of the course**
Consider a real-life situation where people, who may or may not have conflicting interests, make strategic decisions. When gametheorists use the word game, they mean a model (a simplification) of such a situation that can be analyzed and solved mathematically. The branch of mathematics that does this is called Game Theory.

In the Game Theory course the students will get an introduction to various different types of games and their solution concepts. Many examples will be discussed to clarify the issues and exercises will be provided to learn how to compute solutions. More specifically, the following fundamental issues will be encountered:

**Intended Learning Outcomes**
To familiarize the students with the fundamentals of Game Theory.

1. Fairness & cooperation
2. Rationality & Common Knowledge
3. Expectations
4. Threats & Manipulations
5. Nonmanipulability

In most games that are discussed during the course, the strategic possibilities of the players determine what can happen. We will discuss the games in order of increasing strategic possibilities. So as the course progresses, the games and the strategies, and therefore also the mathematics, become more complex.

**Learning Resources**

- Lecture Notes *Introduction to Game Theory* by Frank Thuijsman will be provided, complemented with an addendum written by the course coordinator.

**Teaching and Learning Activities**
Four hours (two lectures) of frontal, but interactive instruction, and two hours (one tutorial) of active training in comprehending the instructed material by spending a lot of time on problem solving, either individually or jointly with other participants.

**Assessment Methods**
There will be two written exams (one midterm and one final exam).

## *SCI2011 Introduction to Programming*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Sciences | No |

**Prerequisites**
Abstract thinking ability. Basic math knowledge is assumed. No prior programming experience is required; recommended: SCI2039 Computer Science.

**Description of the course**
This course is an intensive introduction to programming in Java that assumes no prior programming experience. It explores aspects of modern programming by means of lectures and hands-on practical lab sessions.

The course starts with the basics of computer science and computer programming. After a short introduction to computer organisation, the principles of structured programming in Java are presented. Main topics covered are: data types and variables, methods, conditional statements, loops, recursion. Finally, the course introduces the object-oriented features of Java and their usage for program design. All these concepts have to be understood both from their theoretical perspective and their practical applications.

**Intended Learning Outcomes**
- Identify, interpret and apply fundamentals of programming & object-oriented design.
- Give examples of important topics and principles of software development.
- Point out obvious mistakes in programs and analyze how they run.
- Design, compose and evaluate programs that solve specific problems.
- Use a software development environment (IntelliJ) to create, debug, and run programs.

**Learning Resources**
- David J. Eck, *Introduction to Programming Using Java*, Sixth Edition, 2011. http://math.hws.edu/javanotes/ (DJE).

**Teaching and Learning Activities**
Lectures, tutorials and lab sessions. During lectures students will be instructed in the basics of programming via slides. Tutorials take place after the lecture and provide the necessary practical experience and insights on how to apply the knowledge acquired during the lecture, including solving a short problems using methods learned in the lecture. Tutorials along with the assignments influence the final grade (see `Examination').

**Assessment Methods**
Practical part (Six tutorials (20%), Three assignments (30%)): Assignments will be announced during the period and need to be handed-in individually.
Final exam (50%): An open book and notes, open-questions exam at the end of the course.

## *SCI2017 Fundamentals of Organic Chemistry*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Sciences | Yes |

**Note**: Please be aware that this course is jointly offered together with MSP. This might imply that classes will take place in the MSP building, and that the course is displayed under an MSP course code in your schedule and on Student Portal. On your transcript and your grade list the course will be displayed with the regular UCM course code.

**Prerequisite**
SCI1004 Introduction to Chemistry or CHE1001 Introduction to Natural Sciences: Chemistry

**Description of the course**
This course focuses on the basis of organic chemistry. In the first part of the course, important fundamental topics, such as atomic theory, bonding theory, hybridization, molecular orbital theory and resonance will be discussed. A special topic will be stereochemistry, which is an essential topic in organic chemistry and the life sciences, since stereochemistry often determines the activity of biological compounds or medicines. Subsequently, the course continues with an introduction into reactivity of organic molecules. Focus, will be on a selection of fundamental organic reactions, which form the basis for a wide array of other organic reactions. To this end, a logical review will be provided of the reactivity of the most important functional groups, as applied in organic synthesis.

**Intended Learning Outcomes**
- To give the ability to recognize and name common organic compounds.
- To know the basic physical and chemical properties of common organic compounds.
- To understand stereochemistry and its impact on the properties and applications of organic molecules.
- To enable you to understand the most important organic reactions and be able to apply these reactions to obtain well defined organic compounds.

**Learning Resources**
- Klein; “Organic Chemistry”; 2th edition or 3rd edition; Wiley (ISBN: 9781118452288/978-1119110477).

**Teaching and Learning Activities**
Lectures and tutorial group meetings. Problem-Based Learning (PBL) assignments will be supplemented with more structured learning assignments based on exercises, which can be found in the textbook.

**Assessment Methods**
A midterm examination, which consists of multiple choice questions; a final examination, which consists of open questions; the contributions to the tutorial group meetings (in the format of weekly graded quizzes).

## *SCI2018 Calculus*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Sciences | No |

**Prerequisite**
SCI1010 Basic Mathematical Tools or substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii). Students who are unsure if this course is suitable for them can contact the coordinator to discuss their situation.

**Description of the course**
From high school, most students will be familiar with some basic techniques related to the analysis of functions of a single variable. Usually this includes techniques for calculating zero's, for determining maxima and minima, for finding asymptotes and for drawing graphs. There will also have been some emphasis on calculating slopes by means of differentiation and on calculating areas or volumes through the computation of integrals. In this course, these techniques are put into a broader perspective. The following subjects will be highlighted during the course: limits and continuity, differentiation and integration, the mean value theorem, Taylor polynomials, sequences and series & differential equations. Many examples shall be provided to clarify the issues and to demonstrate the broad range of practical applications. Besides, many exercises shall be provided to practice computational skills.

- Functions
- Limits and continuity
- Intermediate Value Theorem
- Derivatives
- Rules of differentiation
- Taylor Polynomials
- Maxima and Minima
- Integration
- Definite and indefinite integrals
- Applications of integration

**Intended Learning Outcomes**
- In this course we provide an introduction to calculus. Emphasis is on an understanding of the basic concepts and techniques, and on developing the practical, computational skills to solve problems.

**Learning Resources**
- Adams, R.A. & Essex, C. *Calculus, a complete course, 6th edition or up.*

**Teaching and Learning Activities**
Four hours (two lectures) of frontal, but interactive instruction, and two hours (one tutorial) of active training in comprehending the instructed material by spending a lot of time on problem solving, either individually or jointly with other participants.

**Assessment Methods**
There will be one written closed book final exam, intermediate assessments and an oral presentation.

## *SCI2019 Linear Algebra*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Sciences | No |

**Prerequisite**
SCI1010 Basic Mathematical Tools or substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii). Students who are unsure if this course is suitable for them can contact the coordinator to discuss their situation.

**Description of the course**
Linear algebra is the branch of mathematics which is primarily concerned with problems involving linearity of one kind or another. This is reflected by the three main themes around which this introductory course is centered.

The first theme concerns what can be recognized without doubt as the most frequently occurring mathematical problem in practical applications: how to solve a system of linear equations. For this problem a complete solution procedure is developed which provides the student with a way to deal with such problems systematically, regardless of the number of equations or the number of unknowns.

The second theme addresses linear functions and mappings, which can be studied naturally from a geometric point of view. This involves geometric 'primitives' such as points, lines and planes, and geometric 'actions' such as rotation, reflection, projection and translation.
One of the main tools of linear algebra is offered by matrices and vectors, for which a basic theory of matrix-vector computation is developed. This allows one to bring these two themes together in a common, exceptionally fruitful, framework. By introducing the notions of vector spaces, inner products, and orthogonality, a deeper understanding of the scope of these techniques is developed, opening up a large array of rather diverse application areas.

The third theme arises when the point of view is shifted once more, now from the geometric point of view to the dynamic perspective, where the focus is on the effects of iteration (i.e., the repeated application of a linear mapping). This involves a basic theory of eigenvalues and eigenvectors, which has many applications in various branches of science as will be discussed. For instance, important applications can be found in problems involving dynamics and stability, and applications to optimization problems found in operations research.

Many examples and exercises shall be provided to clarify the issues and to develop practical computational skills. They also serve to demonstrate practical applications where the results of this course can be successfully employed.

Students will obtain the insight that various seemingly different questions can all boil down to the same mathematical problem of solving a system of equations. Students will learn to look at the same problem from different angles and will learn to switch their point of view (from geometric to algebraic and vice versa).

**Intended Learning Outcomes**
- To provide an introduction to the main topics of linear algebra. The emphasis is on an understanding of the basic concepts and techniques, and on developing the practical, computational skills to solve problems from a wide range of application areas.

**Learning Resources**
- David C. Lay, Steven R. Lay, Judi J. McDonald, Linear Algebra and its Applications, 6th ed., Pearson, ISBN 978-1-292-35121-6.

**Teaching and Learning Activities**
A combination of interactive frontal instruction and active training. Students will be guided in comprehending the material by spending a considerable amount of time on problem solving, either individually or jointly with other participants.

**Assessment Methods**
There will be two written tests on parts of the course that consists of solving a number of open problems.

**Inspection hour:**
The course coordinator will organize an inspection hour after each exam component (midterm exam, final exam and resit).

## *SCI2022 Genetics and Evolution*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Sciences | Yes |

This course can be taken in combination with SKI2088 Lab Skills: Genetics & Oncology. Students wishing to take SCI2022 Genetics and Evolution without taking the Lab Skills may do so.

**Prerequisite**

SCI1009 Introduction to Biology. Students with substantial high school experience in Biology (For an indication of the relevant topics, see SCI-B, p. vi-viii) can contact the coordinator to request a waiver.

**Description of the course**

Genetics & Evolution aims to connect two types explanations for phenomena in the living world surrounding us: *proximate* causal explanations and *ultimate* causal explanations. Molecular genetics is indispensable for understanding the proximate causation of phenomena, as it explains *how* genetic information (genotype), encoded in DNA, provide potential for the development of characteristics (phenotypes) of individuals and populations. The pivotal position of Epigenetics at the intersection of gene-environment interactions (nature vs nurture), its role controling molecular and biochemical access to the genomic information, in phenotypic plasticity in relation to changing environments and its contribution to evolution will receive dedicated attention. Evolutionary biology aims to explain the ultimate causation of phenomena: *why* have specific genotypes been selected for through selection on phenotypes? The course will treat the applications of evolutionary models in the fields of biology, psychology, and medicine.

**Intended Learning Outcomes**

- To analyze phenomena within biology, medicine, and psychology from an evolutionary perspective
- To describe the major evolutionary transitions in the history of life
- To use principles of game theory to explain kin selection and parental investment
- To compare and evaluate phylogenetic trees based on provided speciation events
- To differentiate between reproductive barriers at different stages of reproduction
- To explain and apply the concepts of reciprocal selection and coevolution
- To describe the evolutionary advantages of sexual selection
- To analyze and apply different hypotheses about the evolution of the human brain
- To make calculations and predictions based on the Hardy-Weinberg theorem by using the laws of Mendelian genetics
- To distinguish different types of genetic mutations and their phenotypic implications upon transcription and translation
- To list and describe the processes that maintain genetic diversity in populations
- To use examples to explain the role of epigenetics in phenotypic expression and plasticity
- To clarify developmental constructs, like genomic imprinting and X-inactivation in evolutionary context

**Learning Resources**

- Zimmer, C. & Emlen, D.J. (3rd edition, 2020) *Evolution, making sense of Life,* Robertson & Company; Greenwood Village, CO, USA.

**Teaching and Learning Activities**

Tutorial group meetings and lectures.

**Assessment Methods**

Student evaluation will be based on 1) a written test, and 2) a presentation (in small groups) on a topic of choice in which in-depth analysis of genetic, epigenetic and/or evolutionary aspects are central.

## *SCI2031 Immunology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Sciences | Yes |

**Prerequisite**
SCI1009 Introduction to Biology. Students with substantial high school experience in biology (for an indication of the relevant topics, see SCI-B, p. vi-viii) can contact the coordinators to request a waiver.

**Recommended**
SCI2037 Cell Biology, SCI2040 Microbiology.

**Description**
The immune system of vertebrates exists of a collection of cells, tissues and molecules that mediate resistance to foreign intruders. These intruders (e.g. pathogenic microorganisms) can be seen as the enemy and the immune system as the defense system. Microorganisms can enter the body through the airways, the gastro-intestinal tract, the urogenital tract, and through damaged skin. The invaders usually have the capacity to multiply fast and overgrow the host in a short period of time. Fortunately, the immune system is able to destroy or restrain the intruders, or to neutralize the toxic substances the intruders produce. The course focuses on the role of different humoral factors, cells and cell systems of the innate and adaptive immune system, that are involved in the defense of an organism against these intruders. In addition, the processes involved in immunization, allergy, vaccination and transplantation will be discussed.

**Intended Learning Outcomes**
- To gain knowledge and insight in cells and humoral factors of the innate and adaptive immune system.
- To gain knowledge and insight in cellular and molecular effector mechanisms of the innate and adaptive immunity during inflammation and infection.
- To gain knowledge and insight in the structure and function of primary and secondary lymphoid tissue.
- To gain knowledge and insight in the processes in the immune response after immunization and vaccination.
- To gain knowledge and insight in immune mechanisms in disease.

**Learning Resources**
- Abbas, A.K., Lichtman A.H. and Pillai, S. (2023). Basic Immunology (7th ed.). Philadelphia: Elsevier.

**Teaching and Learning Activities**
Tutorial group meetings, lectures, an online practical, construction of a concept map, and self-study assignments.

**Assessment Methods**
Student evaluation will be based on a presentation on an immunological topic in small groups and a written exam.

## *SCI2033 Datamining*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Sciences | No |

**Prerequisites**
SCI2039 Computer Science or SCI2011 Introduction to Programming and SSC2061 Statistics I.

**Description of the course**
Data mining is a relatively new scientific field that enables finding interesting knowledge from (very large) data. In practice it is often a mixed-initiative process that has the potential to predict events or to analyze them in retrospect. Data mining has elements of artificial intelligence, machine learning, and statistics.

A typical database contains data, information or even knowledge if the appropriate queries are submitted and answered. The situation changes if you have to analyze large databases with many variables. Elementary database queries and standard statistical analysis are not sufficient to answer your information need. Your intuition guides you to understand that the database contains more knowledge on a specific topic that you would like to know explicitly. Data mining can assist you in acquiring this knowledge. The course shows you within two months how this works. You will learn new techniques, new methods, and tools of data mining. The course focuses on techniques with a direct practical use. A step-by-step introduction to powerful (freeware) data-mining tools will enable you to achieve specific skills, autonomy and hands-on experience. A number of real data sets will be analyzed and discussed. In the end of the course you will be able to apply data-mining techniques for research and business purposes.
The following points will be addressed during the course:
* Data Mining and Knowledge Discovery
* Data Preparation
* Basic Techniques for Data Mining:

- Decision-Tree Induction
- Rule Induction
- Instance-Based Learning
- Bayesian Learning
- Ensemble Techniques
- Clustering
- Association Rules
- Tools for Data Mining
- How to Interpret and Evaluate Data-Mining Results

**Intended Learning Outcomes**

- To provide an introduction to the fundamental concepts found throughout the field of data mining.
- To provide a practical experience of applying data-mining techniques for analyzing data and deriving new knowledge.

**Learning Resources**

- Mitchell, T. (1997). *Machine Learning*. McGraw Hill. ISBN 0070428077.

**Teaching and Learning Activities**
Lectures and practical lab sessions.

**Assessment Methods**
Weekly assignments, an open-question test at the end of the course.

## *SCI2034 Functional Neuroanatomy*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Sciences | No |

**Prerequisite**
Secondary school biology (for an indication of the relevant topics, see SCI-B, p. vi-viii) and/or a genuine(!) interest in the anatomy of the nervous system.

**Description of the course**
Human beings mostly go through their lives without paying much attention to their actions such as breathing, eating and even learning. Our nervous systems seems to take care of us in an almost effortless way by planning, initiating and executing our actions and by regulating our somatic homeostasis. The course Functional Neuroanatomy is concerned with exactly how the nervous system does so. The course deals with the scientific study of the central and peripheral nervous system as well as with some of the latest developments in neuroscience. Furthermore, the knowledge acquired during the course prepares the students for more adavnces neuroscience courses, e.g. Cognitive Neuroscience. Via problem based learning tasks, both the anatomy and functions of important neurological structures like the spinal cord and the brain are discussed. In addition, some of the effects our current life-styles (e.g. listening to relatively loud music by use of inner-ear headphones) have on the structure and function of the nervous system are examined by reading some research articles on this topic.

**Intended Learning Outcomes**
- To make students familiar with the basic division, anatomy and functions of the central and peripheral nervous system.
- To gain knowledge of the workings and anatomy of the brain's most important structures.
- To gain basic practical knowledge of brain dissection.
- To learn about the association between our modern lifestyle and nervous system and human health.

**Learning Resources**
- Bear, M.F., (2016). *Neuroscience: Exploring the brain* ($^{4th}$ ed.), ISBN: 9780781760034.
- Various textbooks on the anatomy of the brain (available in UM library and UCM reading room).
- Several research articles on the relationship between modern lifestyle and nervous system anatomy and functioning.

**Teaching and Learning Activities**
Tutorial group meetings, lectures and practical.

**Assessment Methods**
Practical attendance (fail/pass), a paper and an exam.

## *SCI2035 Biochemistry*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Sciences | No |

**Note**: Please be aware that this course is jointly offered together with MSP. This might imply that classes will take place in the MSP building, and that the course is displayed under an MSP course code in your schedule and on Student Portal. On your transcript and your grade list the course will be displayed with the regular UCM course code.
This course is designed to be taken in combination with SKI2086 Lab Skills: Biochemistry. Students wishing to take the Lab Skills should concurrently enroll in, or have completed, this course. Students wishing to take SCI2035 Biochemistry without taking the Lab Skills may do so.

**Prerequisites**
SCI1009 Introduction to Biology or SCI1004 Introduction to Chemistry. Students with substantial high school experience in Biology or Chemistry (For an indication of the relevant topics, see SCI-B and SCI-C, p. vi-viii) can contact the coordinator to request a waiver.

**Description of the course**
Biochemistry is considered the mother of all Life Sciences. Understanding Biochemistry will facilitate learning of more specialised Life Sciences such as Molecular and Cell Biology.
This course will present the essentials of Biochemistry during 6 lectures and 10 tutorials. We will cover the structures, functions and interactions of the biomacromolecules, including proteins, lipids, carbohydrates, DNA and RNA, which perform many of the activities associated with life. We will provide insight in the specificity and action of enzymes, the biocatalysts of the cell. Further, we will explain metabolic pathways that result in the generation of ATP, the major energy currency of the cell.
Finally we will present recent biochemical understandings on genome editing that revolutionize treatment of diseases at the level of correcting mutated genes (gene therapy).

**Intended Learning Outcomes**
- To communicate fundamental principles governing structure, function and interactions of biological molecules to students encountering biochemistry for the first time.
- To increase appreciation of the science of biochemistry and its relevance to Health and Disease .
- To study the roles of bio-macromolecules like proteins, lipids, polysaccharides and nucleotides in living cells in the context of diseases such as hyperventilation, thrombosis and obesitas.
- To create deeper understanding of the basic principles of enzyme catalysis and inhibition.
- To prepare students to enter advanced courses that require more detailed biochemistry knowledge, and to finally allow entrance to various Master programs in life sciences.

**Learning Resources**
- Berg, J.M., Tymoczko, J.L., Stryer, L. *Biochemistry*. (8th ed or later). W.H. Freeman. ISBN-10: 1-4641-2610-0; ISBN-13: 978-1-4641-2610-9
- Garrett and Grisham. *Biochemistry.* (4th ed. or later). Thomson Brooks/Cole. ISBN101133108792 ISBN13 978-1133108795.
- Pratt, C.W. and Cornely, K. *Essential Biochemistry* (4th ed.or later) John Wiley & Sons. ISBN978-1-119-45112-9

**Teaching and Learning Activities**
Lectures and tutorial groups. The course is subdivided into subjects, and for each subject lectures will be given on the basis of contextual examples.

**Assessment Methods**
A written midterm and final examination (open and multiple choice questions).

## *SCI2036 Artificial Intelligence*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Sciences | No |

**Prerequisite**
None.

**Description of the course**
The course starts with an introduction to artificial intelligence and an explanation of algorithms that allow agents to search for optimal solutions in complicated environments. Also, algorithms and problems related to artificial intelligence and games, neural networks basics, but also the emerging field of computer vision and natural language processing are introduced and discussed. Towards the end of the course, a lecture regarding artificial intelligence and related ethics takes place, allowing students to see how computational techniques relate to handling biases and misconceptions.
The main part of the course explores a number of state-of-the-art algorithms which enable computers (i.e., software and robots) to solve problems in a way which deserves to be called intelligent. Covered topics are explored and applied in exercises (mainly in-class, but also as homework).

**Intended Learning Outcomes**
- To convey the ideas that have emerged over the past fifty years of Artificial Intelligence research, and about two millenia of related work.
- To show how algorithms can be used to enable systems to think or act intelligently and to discuss state-of-the-art advances in the Artificial Intelligence community.
- Computer programming skills are neither required nor taught in this course, yet students will learn to think algorithmically, i.e. in terms of states and routines in order to extract information from data.

**Learning Resources**
- Russell, S., & Norvig, P. (2009, Third Edition). *Artificial Intelligence. A modern approach*. Prentice-Hall.

**Teaching and Learning Activities**
Lectures and tutorials (exercises).

**Assessment Methods**
- Two assignments: Mid-term and final assessed in the form of oral presentations, making up a total of 20% of the finla grade.
- Final written exam, assessing understanding of the exercises dicussed during the tutorials, making up 80% of the final grade.
- Attendance in tutorials is mandatory.

## *SCI2037 Cell Biology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Sciences | No |

This course is designed to be taken in combination with SKI2077 Lab Skills: Cell Biology. Students wishing to take the Lab Skills should concurrently enroll in or have completed this course. Students wishing to take SCI2037 Cell Biology without taking the Lab Skills may do so.

**Prerequisites**
SCI1009 Introduction to Biology. Students with substantial high school experience in biology (for an indication of the relevant topics, see SCI-B, p. vi-viii) can contact the coordinator to request a waiver.

**Description of the course**
In this course students have an opportunity to get acquainted with the discipline of cell biology. This discipline has been profiting from the development and improvements of recombinant DNA technology and is a driving force in fundamental and biomedical research. In this course students are challenged to discuss, at a detailed molecular level, different cellular and genetic processes that are the basis of life as we know it. The aim of the course is to familiarize students with further knowledge in the field of cell biology, which will enable them to better understand and appreciate the newest developments in this research area. Discussions will revolve around general cell biological topics such as the role of membranes, membrane transport of small molecules, the nuclear architecture, the organization of the genome, regulation of transcription and translation, protein trafficking, the cell cycle and maintenance of genomic integrity, programmed cell death and senescence. The last task, dealing with cancer, serves as an integration task; knowledge of the previous topics is required to appreciate what the consequences can be when a cell goes astray and the defence mechanisms of the body fail.

**Intended Learning Outcomes**
- To obtain insight in basic molecular genetic and cell biological processes in cells, tissues and organisms by leading the student through the origin of life, its differentiation and diversification, and deregulation of molecular processes leading to disease.

**Learning Resources**
- Alberts et al., *Molecular Biology of the Cell*, 6th edition, 2014.
- Sadava et al., *Life, the science of biology*, 10th edition, 2012.
- Scientific publications provided during the course.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Assessment will be based on 1) a written exam consisting of open questions, 2) a written assignment and 3) a presentation on the topic of the paper.

## *SCI2039 Computer Science*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Sciences | No |

**Prerequisite**
None.

**Description of the course**
As an overview of the discipline, the course covers a breadth of topics including algorithmic foundations of informatics; hardware issues such as number systems and computer architectures; and software issues such as operating systems, programming languages, compilers, networks, the Internet, and artificial intelligence.

All the concepts introduced during the course are investigated in lab sessions. In the end of the course students are expected to develop experience in how to apply techniques from informatics, computer science and programming for their own research and educational purposes.

**Intended Learning Outcomes**

- To provide an introduction to the fundamental concepts found throughout the field of informatics and computer science.

**Learning Resources**

- Schneider, G.M. & Gersting, J.L. (2013, Sixth Edition). *An Invitation to Computer Science*: Java Version. Thomson Pub Co. ISBN-978113319108

**Teaching and Learning Activities**
Lectures and practical lab sessions.

**Assessment Methods**
Weekly lab assignments and a closed-book test with open questions at the end of the course.

## *SCI2040 Microbiology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Sciences | No |

**Prerequisites**
SCI1009 Introduction to Biology.

**Description of the course**
The 7 weeks course will be divided into 4 parts:
Bacteriology (3 weeks):

1) Introduction in bacteriology. General principles of replication, classification and identification of bacteria will be adressed. Presence of bacteria in humans, animals and plants and composition of the endogenous flora will be discussed. These items will be discussed in an introduction lecture, expert meeting and 2 obligatory practical sessions.
2) Bacterial infections, including adhesion, virulence, biofilms and antimicrobial resistance: This part will be discussed in a lecture and in PBL tutorial meetings. The acquisition of antimicrobial resistance and the epidemiology of worldwide antimicrobial resistance will be discussed. In addition, new approaches for treatment of antimicrobial resistant bacteria, such as phage therapy, will be discussed

Virology (2 weeks):

1) Introduction in virology. General principals of replication, classification and pathogenesis of viruses and classes antivirals will be discussed in the introduction lecture.
2) Viral infections: The second part will consist of 2 topics and will be discussed in PBL approach. Topics to be discussed are influenza and HIV. The unique characteristics of the structure of these viruses and its importance for epidemiology. The lecture on epidemiology and outbreaks will also focus on outbreaks of virla pathogens and highlight the difference with outbreak of bacterial pathogens
3) The host response to infection, and prevention of infection by vaccination will be discussed in a lectureand during the PBL sessions.

Epidemiology of infectious diseases and outbreak management (1 week)

1) Introduction in epidemiology of infectious disease. General principals of transmission, latency and infectiveness will be discussed in a lecture and during PBL sessions.
2) The basic principles of outbreak management, the use of epidemic curves of disease for outbreak management and prevention of the spread of infectious diseases will be the focus of a lecture and PBL sessions.

Environmental and Applied Microbiology (1 week)

1) Introduction in the role of microbes in the environment. The role of microbes in biogeochemical cyles, such as the carbon and nitrogen cylces, in the environment and adaptation to the environment, as well as the use of micro-organisms as biosensors, in food-production, waste treatment and bioremediation will be discussed in a lecture and and during PBL sessions.

**Intended Learning Outcomes**

- To obtain basic knowledge of microbiology, i.e. of bacteriology, virology and environmental and applied microbiology.
- To study the characteristics of a selection of micro-organisms in relation to their related infectious diseases, more specific pathogenesis, immunity, epidemiology, diagnosis and therapy.
- To study the epidemiology of infectious diseases in relation to outbreaks, outbreak management and prevention
- To study environmental microbiology by looking at the role micro-organisms play in our environment and how micro-organisms can be used to our advantage.

**Learning Resources**
The books recommended will only provide a basic knowledge of the topics, the students are encouraged to find scientific literature online for detailed study on the topics.

- Murray. *Medical Microbiology*. (7th ed.)
- Tortora. *Microbiology: an introduction* (8th ed.)
- (Review) scientific articles, mentioned in the course manual.

**Teaching and Learning Activities**
Two practical sessions, expert meeting, tutorial group meetings and lectures. Halfway through the course the students will prepare a 15 min presentation on a contemporary microbiological subject of their choice, which will be presented during a mini symposium.

**Assessment Methods**
The final grade will be decided by a combination of the grades of the final written exam and the minisymposium presentation. Furthermore, professional behaviour (participation in PBL meetings) will be part of the evaluation.

## *SCI2041 Climate Change*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Sciences & Social Sciences | No |

**Prerequisite**
SCI1016 Sustainable Development.

**Description of the course**
Does it infuriate you when people consider the greenhouse effect to be a bad phenomenon? Do you know your 'RCP2.6' from your 'RCP8.5'? How about the relative importance of carbon dioxide and methane in terms of radiative forcing? No? Join the club. Very few people understand the nuts and blots of climate science. And that is a real shame, because climate change is considered to be the greatest environmental threat humanity has ever faced. The Intergovernmental Panel on Climate Change (IPCC) states that the human influence on the climate system is clear. Continued emissions of greenhouse gases will cause further warming and changes in all components of the climate system. Limiting climate change will require substantial and sustained reductions of greenhouse gas emissions, while the need for adaptation to this new reality is increasingly being recognized. The course will provide students with a sound understanding of the key drivers and processes of climate change. We will discuss the state-of-the-art climate science, examine some key impacts of (future) climate change, and explore what can be done to address the problem.

**Intended Learning Outcomes**
- To explore historic, current and future changes in our climate system.
- To review the uncertainties underlying (the modeling of) future climate change
- To examine some key impacts of climate change on human societies and natural systems.
- To explore climate mitigation and climate adaptation strategies (incl. Paris Agreement).

**Learning Resources**
- E-Readers.
- Textbook: t.b.d

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Written exams and group assignment.

## *SCI2042 Infectious Diseases, Epidemiology and Global Public Health*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Sciences | No |

**Prerequisite**
SCI1009 Introduction to Biology or students with high school experience in biology (see SCI-B. Checklist for Biology in the catalogue).

**Description of the course**
SCI2042 is a hybrid course that combines the fields of Infectious Disease Epidemiology and Global Public Health to look into infectious diseases that have caused pandemics in the past decades. The topics that will be discussed in Infectious Disease Epidemiology are, for example, history of infectious diseases, basic epidemiological concepts and terminology, descriptive epidemiology, the epidemiologic triad model, and vaccine efficacy and effectiveness. To provide students with a comprehensive understanding of infectious diseases, this course will also bring into the knowledge in the field of Global Public Health. The topics that will be discussed are, for example, social and political determinants of health, public health policies, laws and ethics, international cooperation in health emergencies, and also the One Health concept. The hybrid nature of the course will be realized when we look into three viruses that have caused major zoonotic/infectious disease outbreaks, which are retroviruses (i.e., HIV/AIDS), influenza viruses (i.e., H5N1, H1N1, H7N9), and coronaviruses (i.e., SARS, MERS, COVID-19). The global impact of antimicrobial resistance (AMR) will be explored in the third part of the course. Factors affecting antibiotic use, both on macro and micro levels, will be discussed and analyzed. We will wrap up the course by highlighting the "One Health" concept (i.e., human-animal-environment interfaces) in responding to zoonotic diseases and AMR threats, both now and in the future.

**Intended Learning Outcomes**
Upon successful completion of this course, students should be able to:

- Understand the fundamental concepts of infectious diseases epidemiology as used in public health
- Apply the basic terminology and definitions of epidemiology
- Explore the "One Health" concept in AMR and zoonotic disease responses
- Develop expertise about causations and interventions of specific infectious diseases
- Work effectively in collaborative groups
- Develop communication skills for public health advocacy.

**Learning Resources**

- Nelson, K. E. and C. M. Williams (eds.) (2014). Infectious Disease Epidemiology: Theory and Practice (3rd Edition).
- Detels, R., M. Gulliford, Q. A. Karim, and C. C. Tan (2015). *Oxford Textbook of Global Public Health (6th Edition).* Oxford: Oxford University Press.
- Porta Miquel (ed.) (2014). *A Dictionary of Epidemiology*, 6th edition. Oxford: Oxford University Press.

**Teaching and Learning Activities**
Lectures, tutorial group meetings, individual study and feedback.

**Assessment Methods**
Individual presentation, group paper and final exam.

## *SCI2043 Theory Construction and Modelling Techniques*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Sciences & Social Sciences | No |

**NB:** Depending on the general model used and applied to the case study in the assignment and the academic discipline it fits into, the course can be used for either concentration. It is not a wildcard that can be used for any concentration. The focus and approach of the assignment determine the concentration.

**Prerequisite**
SKI1004 and SKI1005 Introduction to Research Methods I and II.

**Description of the course**
This course introduces students to theorising and modelling. It is relevant for a wide range of other courses offered at UCM. The course aims to familiarise students with model systems within the disciplines of Sciences, Social Sciences, and Humanities. Modelling is essential for all research, irrespective of concentration or discipline. Models allow us to approach complex questions systematically, for instance, by predicting weather conditions, the patterns of bird flight formations or the results of presidential elections. Such questions are present everywhere, and it is through modelling that we can try to find some answers.
Modelling helps us to break down what we are studying into variables, understand relations or correlations between them and even predict the future. The course starts with an introduction to models, followed by several case studies illustrating their usefulness in various contexts. The course fosters a thorough understanding of natural, social, and cultural phenomena by exposing students to models used in academia and everyday thinking. Throughout the course, students are encouraged to apply models to specific situations and examples from their daily life. The final report allows students to use the knowledge gained in the course to analyse a case study of their interest.
The lectures help students gain a broad understanding of different modelling techniques. A special workshop helps to trigger interests, thoughts and ideas and find ways of translating them into a structured academic poster.

**Intended Learning Outcomes**
By the end of this course, students

- will recognise scientific models and modelling techniques in various disciplines
- will report on the use of various models in different academic fields
- will apply the acquired knowledge of scientific models and modelling techniques by modelling natural, social, and cultural phenomena
- will have acquired competencies for learning/working in a group
- will be able to cooperate in the creation of a group product
- will be able to evaluate the process of their group work actively

**Learning Resources**

- Jaccard J. and Jacoby J., Theory Construction and Model-building Skills - A Practical Guide for Social Scientists, 2nd Ed., The Guilford Press, New York, (2020).
- Additional readings are available in KeyLinks.

**Teaching and Learning Activities**
Tutorial group meetings, (prerecorded) lectures, poster presentations, formative peer and self-evaluation, formative writing assignments (optional), and practice quizzes (optional)

**Assessment Methods**
Assessment is based on an individual written exam consisting of open questions and a group poster assignment and peer reviews. Formative evaluation takes place in the form of peer and self-evaluation.

## *SCI2044 Logic*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Sciences & Social Sciences & Humanities | Yes |

**Prerequisites**
SCI1010 Basic Mathematical Tools or substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii). Students who are unsure if this course is suitable for them can contact the coordinator to discuss their situation.

**Description of the course**
Given a list of sentences like

- 1 “The next line is false”,
- 2 “The next line is true” ,
- 3 “The first line is true”

Then you can use logic or logical thinking to determine which of the previous lines are true or not. As it turns out, these three sentences contradict each other, and you cannot even answer that question. Even while this is just a puzzle, similar thought processes shook the foundation of mathematics and logic in the early 19th century, through things like Russel’s paradox and Godel’s theorem. Next to that, the development of computers and computer science opened up even more the need for a logical framework. Its on these two main topics that this course touches: the development of the foundations of mathematics and the resulting issues, as well as logical techniques of proving. It is to be expected that a student taking this course comes out with a better ability to reason logically.

A brief list of some of the topics covered:

- Axioms, which are the ``things'' you need to assume to be true without proof
- Proofs, which derive truths from axioms by logical steps.
- Propositional logic: the language of logic which uses formulas like $(p \rightarrow q) \rightarrow r$
- Truth tables, in order to determine which formulas are when true, and which formulas are always true or always false
- Natural deduction: giving proofs using very clear, basic logical steps, leaving no room for discussion or error
- To infinity (and beyond): the fact that in mathematics infinite sets can have different sizes, meaning that there exists various magnitudes of infinity.
- Paradoxes like Russel’s paradox and the Grelling-Nelson paradox, which when first seen can be mind-bogging. These impacted mathematics and philosophy profoundly.
- Optional topics that may briefly come on topic are, among others, “tableaus”, “multivalued logic”, “The axiom of choice”, “Syllogistic reasoning” and “Gödel’s theorem”

The student will learn how to think rigidly and how to formulate this rigid thinking in a sound and structured way. This will prepare a student for exact thinking used in sciences as well as philosophy. The basics of how to conduct mathematical (and logical) proofs is explained. The students are exposed to the concept of ``axioms'', and how to use them in order to derive results from them in a logical way. The course exposes students to basic mathematical proofs, and lets them get a first taste of giving proofs themselves. This is elaborated further by working with the more rigorous logical proof systems mentioned above. The course is rounded off by covering Russel’s paradox, how this historically shook the foundations of science, and how it still is something that has to be taken into consideration.

**Intended Learning Outcomes**

- To provide the students with a toolbox of logical thinking and reasoning, enabling them to be more sound and rigorous in their argumentations in their respective specialties
- To train the students in certain logical systems of reasoning
- To expose the students to concepts like proofs, axioms, and how to work with them
- To expose the students to science-transcending concepts as axioms and Russel’s paradox.
- To a minor degree embed this in a historical framework

**Learning Resources**

- E-reader and possibly additional handouts
- Optional material from the Logic in Action website

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Written exam and homework; potentially a presentation.

## *SCI2045 Ecology and Resource Management: Understanding our Natural World*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | SCI | No |

**Prerequisite**
SCI1009 Introduction to Biology OR SCI1016 - Sustainable Development. Students with substantial high school experience in biology (for an indication of the relevant topics, see SCI-B, p. vi-viii) can contact the coordinator to request a waiver. A functioning bike to travel to field practical sites.
Comfortable being outside in various weather conditions, and walking in steep, and sometimes wet environments

**Description of the course**
Do you want to protect the Earth but are curious about Earth system functioning? This course accomplishes that with the addition of putting your learned science skills to task by examining our natural world. Natural resource management occurs at the intersection of ecology and human activity. We desire to shape the world to meet the needs of a modern human population but should also work towards sustainable systems. This course serves as an opportunity to explore the intricate dynamics of ecosystems and the application of resource management strategies. Students will engage in practical exercises and fieldwork, gaining hands-on experience with environmental measurement tools and real-world resource management scenarios. This course offers the opportunity to examine concepts and tools behind managing Forests, Grasslands, Watersheds, and Aquatic/Terrestrial wildlife. We will study the ecological processes that enable these resources and can also cause difficulties in managing them By the end of the course, students will be equipped with a comprehensive understanding of ecological systems and the skills required for responsible natural resource management and a newfound understanding of the natural world.

**Intended Learning Outcomes**
Students will be able to:

- Describe key components of ecosystems and analyze their changes based on key ecological concepts
- Analyze how various factors impact ecosystems as a whole, and develop appropriate resource management plans.
- Demonstrate various techniques for quantifying and measuring the natural world and evaluate how decisions made by natural resource managers incorporate these metrics.
- Describe the following ecosystem components; Grasslands, Forests, Watersheds, Aquatic and Terrestrial wildlife and how they are interrelated to anthropogenic activities in the South Limburg landscape.
- Identify possible interventions and frameworks used by natural resource managers to address ecological challenges.

**Learning Resources**
This course will use primary literature made available on Canvas, with a specific focus on practitioner based literature for field practicals

**Teaching and Learning Activities**
Each week will involve two tutorial sessions that utilize PBL. The information covered in the first two weeks is intended to establish a general foundation on integral components, processes, and topics of the Natural World. In weeks three, four, and five the tutorial sessions will pertain to specific scenarios and involve excursions that allow you to apply relevant information during a field practical. The final tutorials in week six will be spent on management tools and ecology based interventions.

**Assessment Methods**

- Conduct scientific measurements of ecological variables and develop a portfolio of these processes;
- Write a management plan pertaining to one of the field practicals during the course.

## *SCI3003 Optimization*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Sciences | No |

**Prerequisites**
SCI2018 Calculus and SCI2019 Linear Algebra.

**Description of the course**
In everyday life we are surrounded with applications of optimization. A common drive of human activity is to make things better, to enhance performance, and to carry out the best possible actions in given situations. Often the essentials of a situation can be captured by a mathematical description (a model, with or without constraints) and the value of a proposed action by a function (an optimization criterion). Then the goal becomes to optimize the criterion for the given model under the associated constraints (if any). Depending on the nature of the model, the constraints, and the optimization function, many different mathematical techniques are available to characterize and compute optima. In this course we address the most important areas in optimization and we study the most common techniques.
First, we consider the optimization of unconstrained continuous functions in several variables. Some notions we will come across are: partial derivatives; the gradient and the Hessian; stationary points; minima, maxima and saddle points; local and global optima. Techniques to compute optima range from analytical and algebraic techniques (i.e., solving systems of equations) to iterative and approximate numerical techniques (e.g., gradient methods and hill climbing, Newton and quasi-Newton methods, and several others). We will focus on a selection of these. An important class of functions to consider is that of least squares criteria. We will consider both linear and nonlinear least squares problems and suitable iterative techniques to solve them. Linear least squares problems are often encountered in the context of fitting a model to measurement data. They also allow one to rephrase the problem of solving a nonlinear system of equations as an optimization problem, while the converse is possible too.
Second, we address optimization problems subject to a given set of constraints. A well-known such class consists of linear optimization functions subject to linear equality or inequality constraints: the class of linear programs. The problem of fitting a linear model to measurement data using the criterion of least absolute deviations, can be reformulated as a linear program. Several methods are available to solve such problems, including active set methods and the simplex algorithm, but also interior point methods and primal-dual methods. We discuss the Kuhn-Tucker conditions for optimality. For the optimization of nonlinear functions subject to nonlinear constraints we address the Lagrange multiplier method.

To demonstrate the various optimization problems and solution techniques, we will provide many examples and exercises. To demonstrate the wide range of applicability, these are taken from different fields of science and engineering. To become acquainted with optimization techniques, one computer class is organized in which the basics of the software package Matlab are presented.

**Intended Learning Outcomes**
- To become familiar with the basic concepts and methods of optimization.
- To understand how techniques from calculus and linear algebra are useful for optimization.
- To become familiar with a diversity of optimization problems and solution techniques.
- To be able to cast certain real-world problems into the form of optimization problems.
- To be able to solve certain optimization problems with software (Matlab).

**Learning Resources**
- Hand-outs will be distributed during the course.

Recommended literature:
- F.S. Hillier and G.J. Lieberman: Introduction to Operations Research (10th edition). McGraw-Hill, 2015 ISBN 978-0-07-352345-3.
- A.D. Belegundu and T.R. Chandrupatla: Optimization Concepts and Applications in Engineering (2nd ed.). Cambridge university Press, 2011.
- Martin T. Hagan et al.: Neural Network Design (2nd edition), available as free ebook.

**Teaching and Learning Activities**
Lectures and exercises, including one computer class with Matlab, in order to study optimization in a mixed and interactive way.

**Assessment Methods**
Two homework assignments (10% of the final grade, each), a written midterm (40% of the final grade) and a written final exam (40% of the final grade) with open questions.

## *SCI3005 Metabolism, Nutrition and Exercise*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Sciences | No |

**Prerequisite**
SCI2035 Biochemistry.

**Recommended**
SCI2009 Human Physiology and/or, SCI2037 Cell Biology.

**Description of the course**
The aim of the course is to provide students with a solid understanding of the key aspects in energy metabolism, and the effects of nutrients on (muscle) metabolism during exercise of different types. The course requires prior knowledge on some basic biochemical concepts (e.g. the structure and function of macromolecules, common forms of chemical reactions, basic cell structure, and metabolism of macromolecules).

The course builds around a practical case study. With a group of students, you develop a cohesive and evidence-based recommendation regarding nutrition and exercise for a client sports team. Since this is an advanced level course, with students from different backgrounds, you are encouraged to provide recommendations that touch upon other aspects important for the client sports team, such as how to keep the client motivated throughout the training regimen.

The first part of the course provides a theoretical foundation on the basics of exercise physiology and biochemistry. In the form of tutorial groups, you discuss the physiology of muscles, the metabolism of macronutrients, the hormonal regulation of metabolism, the biochemical and physiological role of macro- and micronutrients in relation to exercise and fatigue, and adaptations of the body to endurance and resistance training. The course builds onto knowledge you have obtained in basic and intermediate courses, such as Biochemistry (SCI2035), Human Physiology (SCI2009), and Cell Biology (SCI2037. This course serves as a culmination of the knowledge you acquired in previous courses, with a focus on integration and application.

In the second part of the course, you look further into the practical recommendation for the client sports team. You are expected to conduct a further search of the literature, as the theoretical foundation covers only part of the concepts important for developing a cohesive recommendation regarding nutrition and exercise. You are encouraged to be creative: you can also get in touch with professionals who work with cases like yours on a day-to-day basis. There will be ample time to discuss the work in class, and to receive and provide feedback to peers.

**Intended Learning Outcomes**

- Classify the different types of muscles and their working mechanisms (ILO 1)
- Clarify the main metabolic pathways and how they are regulated (ILO 2)
- Differentiate the different types of hormones and their working mechanisms, and how they affect metabolism (ILO 3)
- Differentiate the different types of macromolecules and micromolecules, and their role in metabolism and fatigue (ILO 4)
- Apply knowledge on energy production and metabolic regulation, the effects of nutritional status, and the mechanisms of exercise and fatigue meaningfully to the context of different types of sports (ILO 5)
- Use research and communicative skills to translate evidence-based advice to non-experts (ILO 6)

**Learning Resources**

- There is no main book for this course. A list of suggested resources is provided. These books/articles are all available in Reading Room at UCM, in the Um Library, and/or online.

**Teaching and Learning Activities**
Lecture(s), tutorial sessions, and a Q&A Session.

**Assessment Methods**
Assessment consists of an Individual Research Log, a Group Advice Report with recommendation for a client sports team, and a Group Presentation of the Advice Report. Potentially one of these elements could be interchanged with a different form of assessment.

## *SCI3006 Mathematical Modelling*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Sciences | No |

**Prerequisites**
SCI2018 Calculus and SCI2019 Linear Algebra.

**Description of the course**
To describe natural phenomena and processes, mathematical models are widely used. The focus in this course shall be on dynamical models (i.e., where time plays a role) in particular those that have interaction with the environment through inputs and outputs. Mathematical systems theory provides the framework to deal with such models in a systematic and useful way.
First we consider some general aspects of mathematical modeling. Then we address dynamical systems without inputs and outputs - but which may show nonlinear behavior. We study basic properties such as equilibrium points, linearization, and stability.
We then switch to linear dynamical models with inputs and outputs. They are used in many different areas of the natural sciences and in engineering disciplines. We discuss the following topics and concepts. Linear difference and differential equations, Laplace transforms, transfer functions of linear systems; controllability, observability, minimality; system representations with an emphasis on state-space representations and canonical forms; stability; the interconnection of linear systems including feedback; frequency domain analysis and the relationship with filter theory, Fourier analysis, and time series analysis.
To demonstrate the applicability of the techniques and concepts, many examples from science and engineering are mentioned and briefly discussed.

**Intended Learning Outcomes**
- To have the ability to interpret dynamical phenomena as mathematical systems and to cast them into such form.
- To understand the basic concepts of linear and nonlinear systems theory.
- To be familiar with analysis techniques for dynamical systems, to understand their behavior and interaction.
- To become familiar with some application areas of mathematical systems and models.

**Learning Resources**
- Lecture notes, electronically provided

Recommended background literature:
- R.J. Vaccaro, Digital Control. *A State-Space Approach*, McGraw-Hill International Editions, 1995. ISBN: 0-07-066781-0.
- S.H. Strogatz, *Nonlinear Dynamics and Chaos*, Perseus books (1994)
- D.W. Jordan and P. Smith, *Nonlinear Ordinary Differential Equations*, 2nd ed., (Oxford Applied Mathematics and Computing Science Series), Clarendon Press, 1987.

**Teaching and Learning Activities**
Lectures and exercises in a mixed and interactive way.

**Assessment Methods**
Form: A mid-term open-book in person written exam and an open-book in person written final exam.
Weighting: The final grade consists of 60% of the final exam and 40% of the mid-term exam.
The resit exam counts for 100% of the grade.

## *SCI3007 Endocrinology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Sciences | No |

**Prerequisites**
SCI2009 Human Physiology or any Maastricht University College, physiology equivalent(BIO2010, VSC2102).

**Description of the course**
The discipline Physiology deals with the explanation of the biological, physical and chemical factors that are responsible for the origin, development, and progression of life. The first course on Human Physiology – which is compulsory for this course - focused on the specific characteristics and mechanisms of the normal homeostasis in the human body.
In this follow-up course disturbances in physiological function (homeostasis) resulting in disease will be studied and used to deepen the knowledge on human endocrinology. These disturbances will be studied through the presentation of patient cases exemplified by; hypertension, renal failure, infertility, steroid abuse, diabetes and starvation. Attention will also be paid to the treatment of these diseases.

**Intended Learning Outcomes**
- To obtain insight into the neuro-endocrine control of the human body by studying illnesses that disturb these homeostatic control mechanisms.

**Learning Resources**
- Multiple sources provided by UM/UCM libraries including textbooks on:
  Physiology, Biochemistry, Physics, Pathology, Internal Medicine, etc.
  The use of the on-line library Access Medicine and Clinical Key (access provided by UB).
  Peer-reviewed literature.

**Teaching and Learning Activities**
Tutorials, Team-based learning meetings (duo assignments with concomitant presentations) and lectures.

**Assessment Methods**
Weekly oral presentations on patho-physiological assignments and a written final-exam.

## *SCI3046 Cognitive Neuroscience*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Sciences & Social Sciences | No |

**Prerequisites**
SCI2034 Functional Neuroanatomy SCI2034 Brain and Action and elementary knowledge of electricity and magnetism as stated under SCI-P(p. vi-viii).

**Recommended**
SCI1009 Introduction to Biology or SSC1005 Introduction to Psychology or SSC2025 Memory.

**Description of the course**
Cognitive neuroscience is a research field that originally emerged from a combination of traditional sciences such as philosophy, psychology, medicine and biology that all investigate the principles of perception, behaviour and cognition from different perspectives.

As technical developments of different methods and tools in the field of cognitive neuroscience came forth, and as theoretical application of different mathematical and computer science-based models were used to explain neuronal functioning, additional disciplines, such as physics, mathematics, bioengineering and computer science materialized as an important part of this research field.

Subsequently, an effective research project in cognitive neuroscience requires an interdisciplinary cooperation, in which each scientific discipline contributes its respective genuine theories, models, techniques and tools for the mutual investigation of the neuronal principles of perception, attention, and cognition.

But can we really watch the brain at work? Are there ways to identify where exactly, and when exactly activation in the brain is necessary to perform a specific mental process? This course will help to give some answers on the basic principles of brain research and it will show relevant applications of these techniques in different areas of cognitive psychology.

**Intended Learning Outcomes**
- To give an introduction into the field of cognitive neuroscience.
- To learn which methods a brain researcher can use to investigate the neuronal bases of different mental processes.

**Learning Resources**
- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings and lectures. The course also includes an excursions to the brain imaging centre in Maastricht for some hands-on experience.

**Assessment Methods**
An individual paper and a group presentation.

## *SCI3049 Applied Immunology and Oncology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Sciences | No |

**Prerequisites**
SCI2037 Cell Biology and SCI2031 Immunology.

**Recommended**
SCI2040 Microbiology, SCI2009 Human Physiology, SKI2088 Lab Skills: Genetics & Oncology, SKI2077 Lab Skills: Molecular Cell Biology and Genetics.

**Description of the course**
In this course students will have an opportunity to learn how modern medicine has benefitted from our knowledge in the fields of (molecular) cell biology and immunology. Pathobiology is the field that deals with disturbance of normal physiological processes and the consequences of it for adequate functioning of the human body. Our challenge has been to arrange a program that offers insight in the nature, the causes and processes of disease.

In this course, the emphasis is on diseases of the immune system and oncology. In this respect, this course builds on the knowledge obtained in the UCM course 'Immunology' and 'Cell Biology'. It is our hope that the acquired knowledge will facilitate an increased understanding and appreciation of the newest developments in treatment of these diseases.

The program comprises PBL tasks, workshops, and assignments. PBL tasks will be presented to you in the form of tutorial group meetings and topic-related lectures. The tasks deal with examples of diseases caused by unwanted reactions of the immune system, e.g. chronic inflammation and autoimmunity, and with oncological diseases in which cells have gone astray, circumvent the body's defence mechanisms and give rise to cancer.

Workshops will address immunology- and oncology-related research highlights related to diagnostic, preventive and (immuno)therapeutic developments in immunological and oncological diseases.

Assessment consists of giving a presentation on a course-related subject with discussion, and a final exam.

**Intended Learning Outcomes**
After this course, the student should be able to:

- compare and contrast the ten cellular hallmarks of cancer,
- differentiate between the main elements of the tumor microenvironment,
- recognize the importance of imaging in screening, diagnosis, staging, and treatments of cancer,
- link failure of immunological tolerance to autoimmune diseases,
- describe and explain the different types of hypersensitivity,
- compare and contrast the underlying pathological processes in type 1 and 2 diabetes,
- evaluate and discriminate between the different forms of immunotherapy,
- analyze and interpret the results of a fluorescence-activated cell sorting experiment and critically review a scientific research paper related to applied immunology.

**Recommended Learning Resources**

- Abbas, Lichtmann and Pillai. Cellular and Molecular Immunology, 8th edition, 2014.
- Alberts et al. Molecular Biology of the Cell, 6th edition, 2015.

**Teaching and Learning Activities**
Tutorial group meetings, workshops and lectures.

**Assessment Methods**
A final test and a presentation

## *SCI3050 Advances in Biomedical Sciences*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Sciences | No |

**Prerequisites**
At least one of: SCI2017 Fundamentals of Organic Chemistry, SCI2037 Cell Biology. Highly motivated students with a different background should speak to the course coordinators.

**Description of the course**
The purpose of this course is to introduce students to recent breakthroughs in the physical and biological sciences that are now being explored for biomedical applications. The topics will come directly from the research expertise of the lecturers, all of whom are young principal investigators in the new research institutes at the UM: MERLN and M4I. The course will cover a broad range of topics, including nanomaterials for regenerative medicine, supramolecular biomaterials, big data and computer learning, electron microscopy, imaging and diagnostic mass spectrometry, and structural biology of tuberculosis. Each of these fields has the potential to address some of society's greatest challenges, including the health and vitality of our ageing population, and this will be discussed in both the lectures and the tasks. Students will gain firsthand experience of scientific research taking place at the UM and will have the opportunity to visit research laboratories as part of a demonstration of some of the topics discussed in the lectures. Students will experience unrestricted access for a firsthand account of a new generation of research lines with a new generation of labs.

In addition to a final content-based oral exam, there will be two papers for evaluation. For their midterm, students will choose a recent discovery reported in the press and investigate the scientific claims and integrity of the reporting. In the final paper, the student acts as the reporter, and will write an opinion piece on a topic of research in either MERLN or M4I; this report will be informed by an interview with one of the lecturers.

This course is designed for top students with a concentration in the sciences who wish to advance their learning to the next level, beyond textbooks. Students will benefit from close contact with young scientists from diverse fields and will be expected to read scientific literature to enhance their learning. Skills learned within this course will be highly applicable for more advanced degrees (Master's, PhD) within the sciences, and within the competitive job market.

**Intended Learning Outcomes**
- To gain insight into frontier topics of the biomedical sciences, with first-hand accounts of successes, problems, and a forecast for the future.
- To apply knowledge from the natural sciences towards problems in society.
- To give an accurate account of the work and thought process of academic researchers.
- To learn to critically read scientific news and perform basic literature research.
- To learn how to ask questions of a scientist and report others research to a wider audience.
- To gain familiarity with cutting edge research within the MERLN and M4I institutes.
- To access new labs and research lines starting with young Assistant Professors within UM.

**Learning Resources**
Selected scientific papers.

**Teaching and Learning Activities**
Lectures, tutorial group meetings, interview, lab/institute visit.

**Assessment Methods**
A midterm paper, final paper and final oral exam.

## *SCI3051 Data Analytics*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Sciences & Social Sciences | No |

**Prerequisite**
SCI2033 Data Mining.

**Recommended**
SSC2061 Statistics 1.

**Description of the course**
This course treats the theory and practice of Business Analytics, data mining, process mining and simulation. Methods for the analysis of data are presented, from current data analytics toolboxes. We study how (and how not) to build predictive models to extract information from large databases and how to interpret the results. The thus discovered knowledge is used for intelligent decision making to make processes run more efficiently and to develop new services for the organizations that provide the data.

The course aims at getting hands-on experience in analyzing managerial decision processes, based on available data from real-life cases. The course consists of applying up-to-date data analytics techniques on real-life problems. These techniques will be implemented with modern software tools (Excel, Tableau, Celonis & Knime).

**Intended Learning Outcomes**
- This course aims at getting hands-on experience in analyzing managerial decision processes, based on available data, and using quantitative techniques for decision making

**Learning Resources**
- Data Science for Business, What You Need to Know about Data Mining and Data-Analytic Thinking, by Foster Provost and Tom Fawcett, O'Reilly Media 2013. ISBN 978-1-4493-6132-7, EBook ISBN 978-1-4493-6131-0 (not compulsory).
- Other materials, i.e. slides, selected scientific papers and data, will be made available.

**Recommended:**
- Cole Nussbaumer Knaflic (2015). Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley. ISBN-10: 1119002257, ISBN-13: 978-1119002253

**Teaching and Learning Activities**
Lectures and tutorial group meetings.

**Assessment Methods**
Papers and Participation.

## *SCI3052 Global Health: Impact of Flows of People, Goods, Knowledge and Technologies on Health and Disease*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | SCI/SSC | No |

**Prerequisite**
SCI1009 Introduction to Biology or students with high school experience in biology (see SCI-B. Checklist for Biology in the catalogue) **AND** at least one of the following courses: SCI2022 Genetics and evolution, SCI2042 Infectious Diseases, Epidemiology and Global Public Health or SSC2046 Globalization and Inequality: Perspectives on Development.

**Description of the course**
Globalization processes and widespread neoliberal governing principles have induced and enhanced flows of people, goods, knowledge and technology, which go hand in hand with flows of health and disease. The increase in global wealth that neoliberal market strategies have brought is not distributed evenly across the globe. Since wealth and health are intrinsically related, the abovementioned flows create new health inequalities. Indeed, we have seen that in the past decades, in which globalization has come to full fruition, disease patterns have shifted and disease manifestations have changed. For instance, migration of people entails shifts in epigenetic predispositions to disease. Climate change causes microorganisms or vectors to spread beyond their usual habitat, facilitating onset of diseases in regions where diseases were not endemic before. Flows of technology change local settings, with consequences for people's health. As technological advances are not available to all, the divide between those who have access and those who have not, deepens.

Migration of people to different parts of the world challenge our understanding of health and disease. For instance, some familial diseases such as sickle cell disease that have spread through migration are often constructed and classified as 'racial' disease, whereas evidence shows in this case it is rather the gene-environment interaction that underlies disease manifestation. Most diseases are the resultant of rather complex interactions, between genetic, biological, behavioural, social, political, economic and cultural factors, on the intersection of which individual and population health finds itself.

Examining flows of diseases, people, goods, knowledge and technology induced by processes of globalization can deepen our understanding of the complexity of health and disease. In this course, these flows will be studied in depth, bringing insights in (epi) genetic disease distributions as well as spread of information and technology, and migration, all in themselves affecting health and disease.
The content of this course draws on several distinct academic disciplines being political economy, anthropology and biomedicine.

**Intended Learning Outcomes**
- To introduce students to the foundations of political economy, neoliberalism, globalization processes and their interrelatedness with health;
- To provide students with knowledge of biology/epidemiology/anthropology/political economy appropriate to analyse and understand how the interplay between flows of goods, knowledge, people, microorganisms and vectors affect health of individuals in communities across the globe.

**Learning Resources**
- Labonté, R., & Ruckert, A. (2019). Health Equity in a Globalizing Era: Past Challenges, Future Prospects. Oxford University Press.
- E-reader

**Teaching and Learning Activities**
Lectures and tutorial meetings.

**Assessment Methods**
Take home exam (essay), and a group presentation.

# Social Sciences (SSC)

## *SSC1005 Introduction to Psychology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall / Spring | 2 / 4 | 5 | Social Sciences | No |

**Prerequisite**
None.

**Description of the course**
Psychology is all around us. Psychology permeates our everyday lives. It is therefore not surprising that the science of psychology has received great interest from behavioral scientists and the general public alike. We are all amateur psychologists. We all want to know what makes us and other people tick! However, our common sense understanding of how people think, feel and act is often misguided. The self-referential nature of psychology has caused some people to believe that psychology is not a science at all! This course will show you that psychology is a science, and that it encompasses the collaborative efforts of scientists from many different disciplines. Psychology is the study of behaviour and mental processes, and as psychologists we aim to describe, understand, predict, and sometimes change behaviour. Psychologists study human behaviour and mental life from different perspectives (i.e. biological, individual and social) and at different levels of analysis (from genes and the brain up to the social and cultural level). We will consider what these different approaches have to offer in our quest for an understanding of the human mind, the brain, and behaviour. Along the way, scientific methods of psychological research will be introduced by addressing some of the main questions that drive contemporary psychology: How do we experience fear or happiness? How do we (think we) see the world around us? How do we learn, remember and forget things? Where should we draw the line between normal and abnormal behaviour? How social are humans? When do people harm or help others?

**Intended Learning Outcomes**
- To engage students in scientific inquiry about psychological processes.
- To introduce students to the various subfields of psychology as an academic discipline.
- To gain a basic understanding of the methods of psychological research.

**Learning Resources**
- Gray, P. & Bjorklund, D.F. (2014), Psychology (7th ed.). New York: Worth Publishers.
- E-reader.

**Teaching and Learning Activities**
Observational research practical, tutorial meetings and lectures.

**Assessment Methods**
Small research report, presentation and written exam.

## *SSC1007 Introduction to Law and legal Reasoning*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall / Spring | 1 / 4 | 5 | Social Sciences | No |

**Prerequisite**
None.

**Description of the course**

This course aims to introduce students to the general content of modern law and to the discipline of legal reasoning. These two go together. Law cannot be fully understood in abstraction of the particular way that lawyers, judges and other expert operators of the legal system look at it. Coming out of the course, students should be able to understand what law is and how it is different from (and similar to) morality, identify the main branches of Law and their basic institutions, recognize and differentiate the principal values underlying those branches and understand the nature of legal reasoning and be able to apply it to legal problems.

It is often assumed that to study law means essentially to study the law of a particular jurisdiction. A Dutch lawyer studies Dutch law and a German lawyer studies German law, and there is little that they share beyond the name of their chosen profession. This picture is misleading. Despite the fact that every country establishes its own legal system, there is much less diversity in law than what one would imagine. A key theme of this course is that law arises naturally as a solution to various social problems and, to the extent that human societies face the same problems, similar responses appear almost everywhere. Even though details may vary, contract, property, inheritance, marriage, constitutions and crimes exist in almost all modern societies. Instead of focusing on specific sets of rules like the Dutch Civil Code, or the French Criminal Code, this course focuses on these widely shared problems and widely shared institutional responses.

With regards to legal reasoning, the course asks students to create a tax, which will help them understand how law can be used as a policy tool for regulatory and redistributive purposes. In this connection, the course will also include a “workshop” where students will be asked to go through a high profile judgment and identify the logical moves taken by a court to justify its decision.

**Intended Learning Outcomes**

- To introduce students to the basic areas of law (contracts, property, torts, criminal law, international law etc.).
- To familiarize students with the methods of legal reasoning.
- To illustrate to students how law arises in response to social problem and how it is different from other domains such as politics and morality.

**Learning Resources**

- Jaap Hage & Bram Akkermans, Introduction to Law (Heidelberg: Springer 2017).
- Additional material on legal reasoning provided by the instructor.

**Teaching and Learning Activities**
Tutorial group meetings and weekly lectures.

**Assessment Methods**
Written exam plus assignment.

## *SSC1025 Introduction to Political Science*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Social Sciences | Yes |

**Prerequisite**
None.

**Description of the course**

This course will be an introduction to a field of study that is often subdivided into five or more disciplines. The subdivision list includes International Relations, Comparative Government, Political Theory/Philosophy, Public Policy/Public Administration and finally a state-centric discipline which depends on your country of origin (i.e. American Politics or Dutch Politics to name two).

The course will start with a simple examination of the meaning of the world "politics." How much of politics is really about solving distribution problems? In other words, a limited amount of resources in society must be distributed in some equitable manner. After this initial discussion, the course will move to consider the central themes of Macro politics, with particular emphasis on the classification of political systems, political ideology and political authority.

Themes in Micro politics are addressed in the second half of the course. Micro politics refers to the study of how individuals "fit" into their political system. Micro political topics will include political socialization, political groups, elections, voting, political parties, party systems and political leadership. The course ends with a look at system performance and how to bring about change in political systems when performance is wanting.

To help students understand and relate to the political realm in which they exist, each student is required to embark on an individual research paper about their country of origin. It is hoped that this assignment will not only allow students to apply concepts learned in the course but also prompt them to expand their knowledge of how to use resource materials available via the library.

**Intended Learning Outcomes**

- To introduce students to the concepts, ideas and theoretical underpinnings which constitute the study of government and politics.
- To outline the scope of political science and its central themes.
- To provide the intellectual skills necessary for coming to informed judgments about political issues.

**Learning Resources**

- Heywood, A. and Matthew Laing (2025). *Politics*, 6th edition. Bloomsbury Academic, ISBN 9781350356801.
- E-readers.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
A final in-class exam (consisting of multiple choice questions, true and false questions and essay questions), and a 3,000 word research paper.

## *SSC1027 Principles of Economics*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall/Spring | 2 / 5 | 5 | Social Sciences | No |

**Prerequisite**
Standard high school knowledge of basic mathematical concepts such as solving equations, reading and working with graphs, and manipulating inequalities is a prerequisite. Students who lack this knowledge are advised to take SCI1010 (Basic Mathematical Tools) first. In economics, no prior knowledge is assumed.

**Description of the course**
According to a classic definition, economics is the study of the use of scarce resources that have alternative uses. This course introduces basic economic ideas and concepts. In the lectures, we first study markets, the most common allocation mechanism for scarce resources of any kind in many economies. We analyze behaviour on markets, outcomes of markets, and different market forms. Here, we also introduce game theory to study situations with strategic interaction (e.g., oligopolistic competition). We then turn to the idea of comparative advantage as an explanation of trade patterns. While the first part of the course mainly covers microeconomic topics, the second part is devoted to macroeconomics. Here, we first consider macroeconomic indicators (e.g., GDP) and then study economic fluctuations as well as economic policy. Further topics may be covered in the tutorials. Through presentations and debates, the tutorials give the opportunity to apply and reflect on some of the contents of the course.

The course provides a foundation for many other economics courses at UCM. It is a strict or recommended prerequisite for courses such as SSC2007 (International Macroeconomics), SSC2020 (The Economics of Information), SSC2043 (Development Economics), and SSC2048 (Intermediate Microeconomics).

**Intended Learning Outcomes**
- Get acquainted with basic ideas and concepts in economics and be prepared for possible further economics courses.

**Learning Resources**
- Acemoglu, D., D. Laibson, and J.A. List, Economics, global edition. Pearson.
  The edition will be stated in the course manual.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Written final exam, presentation, debate.

## *SSC1029 Sociological Perspectives*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Social Sciences | No |

**Prerequisites**
None. Please note that this course is specifically designed and intended for freshmen.

**Description of the course**
This course offers an introduction to the social scientific discipline of sociology, with a focus on the study of social problems and crises. The course places emphasis on understanding key concepts and how these concepts are applied to foundational areas of sociological research and theorizing. Some key questions explored in the class include: What is the basis of sociological thinking? How are individuals shaped by society? How do individuals shape society? What are the factors that variously drive or prevent large-scale processes of social change? How do societies distribute wealth, income and other key resources? How do societies establish particular kinds of political authority and power relations? How are cultural values and beliefs reproduced over time? What are the sources of conflict, consensus and change in society? Working from a global comparative perspective, the course will introduce students to different strands of sociological theorizing, the distinctive levels of sociological analysis, and some of the most central areas of sociological investigation, such as class, race/ethnicity, gender, sexuality, culture, media, education, marriage, work and globalization. Periodic attention will be given to applying the sociological lens to the analysis of pressing social issues and problems in the contemporary world, such as inequality and violence.

**Intended Learning Outcomes**
- To become conversant in the foundations of sociological thought and theory.
- To gain understanding of the primary areas and topics of sociological analysis.
- To be able to apply sociological concepts and theories to the study of pertinent social problems.
- To reflect on the relevance and utility of sociology in the 'everyday' world and public policy-making.

**Learning Resources**
- A selected textbook (to be announced via Canvas).
- Selected articles and essays.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
One group presentation and a final exam.

## *SSC1030 Introduction to Business Administration*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Social Sciences | No |

**Prerequisite**
None.

**Description of the course**
Business administration studies economic problems within the firm and relates to problems in the fields of marketing and logistics, finance, accounting and information management and organization and strategy. Business administration aims to provide an integrated view of all the various (sub) disciplines. This course introduces students in the various topics that are related to business administration so that students have basic knowledge for the more specialized courses in marketing, organization, finance, strategy, supply chain management and accounting. The course will be centered around a real-life management simulation: Market Place live.

**Intended Learning Outcomes**
- To introduce students to topics in business administration. In addition, the course prepares students for courses in marketing, organization, finance, strategy, supply chain management and accounting.

**Learning Resources**
- E-reader.
- Course material on Market Place live (for which you must purchase an individual licence).

**Teaching and Learning Activities**
Tutorial group meetings, team work and lectures.

**Assessment Methods**
A midterm test, tutorial group participation, participation and ranking in market place live management simulation.

## *SSC2002 International Relations: Themes and Theories*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisite**
COR1003 Contemporary World History OR SSC1025 Introduction to Political Science.

**Description of the course**
This course serves as an introduction to the subject and study of International Relations (IR). The primary goal is to equip students with the necessary tools to analyze current events rigorously and in a theoretically informed manner. To achieve this objective, students will delve into classic and contemporary readings in IR theories and apply them to contemporary events in the news. The course does not cover every aspect of IR but it offers the background theoretical knowledge necessary for the advanced 3000-level IR courses available at UCM, such as SSC3002 European Foreign Policy; SSC3008 Middle Eastern Politics; SSC3012 War in World Politics, SSC3036 American Foreign Policy, SSC3051 Rethinking Security: Global Challenges and Critical Responses, SSC3055 Chinese International Relations and Foreign Policy, and also SSC3059 China and India in Global Governance.

The course is structured into two main parts. The first part will introduce key concepts and theories of IR, which will then be applied to analyze historical and current events. Weeks 1 and 2 will focus on mainstream IR theories including realism, liberalism and constructivism, while Weeks 3 and 4 will delve into alternative theories like feminism and post-colonialism. The second part of the course will introduce the sub-fields of IR. Week 5 will cover International Organization and International Law, followed by the study of International Security and International Political Economy in Week 6. The course will conclude in Week 7 by exploring Global Governance and reflecting on the future of the liberal world order.

**Intended Learning Outcomes**
Upon successful completion of this course, students should be able to:

- Understand the basic concepts, theories, and issues within international relations
- Identify the strengths and weaknesses of different theoretical approaches of IR
- Analyze historical and contemporary international events in a rigorous, theoretically informed manner
- Develop analytical and argumentative skills.

**Learning Resources**

- John Baylis, Steve Smith, and Patricia Owens (eds) (2023). The Globalization of World Politics: An Introduction to International Relations (9th edition). Oxford: Oxford University Press.
- Robert J. Art and Robert Jervis (2013). International Politics: Enduring Concepts and Contemporary
- Issues (12th Edition). Boston, Mass.: Pearson.
- Walter Carlsnaes, Thomas Risse, and Beth A Simmons (eds) (2012). Handbook of International Relations (2nd edition). SAGE Publications Ltd.

**Teaching and Learning Activities**
Tutorial group meetings and pre-recorded lectures.

**Assessment Methods**
In-class quiz; class participation; debate; final exam.

## *SSC2004 Clinical Psychology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisite**
One of the 1000 or 2000 level psychology courses offered at UCM.

**Description of the course**
The course *Clinical Psychology* is concerned with mental disorders. It is aimed at understanding mental and behavioural distress and/ or dysfunction and thereby learning about how to promote subjective well-being and personal adaptation. On the basis of case descriptions, important clinical pictures of a.o. different anxiety disorders, eating disorders, addictions, mood disorders, psychotic disorders, and personality disorders are examined.

Questions that are raised continually during the course are: What is the clinical picture of…? Where is the boundary between no need for care and need for care? What causes such a disorder? And what can be done about the disorder? At the end it will be clear that there is a gap between theory and practice, between scientific thinking and clinical treatment. A number of different theoretical schools will also be examined, and these schools explain/treat psychiatric disorders in keeping with their favorite theory. The choice of theory/treatment in most cases is thus based on ideology and not empirical findings, and the question is whether this situation is so desirable.

**Intended Learning Outcomes**

- To make students familiar with the most common psychiatric disorders; their clinical pictures, diagnostic criteria, the etiological theories and the empirical findings that either support or refute the theories, current ways of treatment, and the effectiveness of the therapies.
- To give students more detailed knowledge on clinical practise by 'working for a client'.
- To learn basic clinical interview techniques.

**Learning Resources**

- Various textbooks on clinical psychology (can be found in UM library and UCM Reading Room).
- E-readers.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
A final exam with a minimum of 6 open questions, and a 'client-eportfolio' (the client portfolio is small group work where students write a treatment plan for a 'fictional' client).

## *SSC2006 Developmental Psychology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | No |

**Prerequisite**
SSC1005 Introduction to Psychology.

**Description of the course**
The development of and changes in psychological functions from birth through adolescence are the topic of this course. These changes will be illustrated with many empirical findings and explained by some theoretical models. Such influential older theories as that of Piaget will be compared to more recent information processing models of development and evolutionary perspectives. How does a child reason? How does a child becomes faster and better in learning? How does a child succeed in developing from almost nothing into an adult? How do children learn to perceive and to think (the so-called cognitive development) ?

In addition to these questions, attention will be paid to aritmetic development. The social-emotional basis for later development will also be explored. It concerns the attachment relations to mothers and fathers. How do infants form attachments? Is attachment important? Do our early attachments influence our later emotional development? Other social-emotional topics are temperament and aggression. The course will address differences in development too, such as disorders as autism and ADHD. When is an active young boy normal and when do we say that he has ADHD?

**Intended Learning Outcomes**
- To teach students what kind of changes underlie psychological development.
- To teach students how children develop psychologically in perception, cognition, language/arithmetic, personality and emotions from infancy to adolescence.
- To teach students about developmental disorders such as autism and ADHD.
- To provide students with knowledge on elementary biological processes that underlie psychological development.
- To provide students with knowledge about the learning processes that children have at their disposal such as habituation and social learning.

**Learning Resources**
- To be announced.
- Selected chapters and journal papers.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
There is a midterm examination based on various assignments. The final examination consists of written essay questions that have to be handed in before a deadline.

## *SSC2007 Intermediate Macroeconomics*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | No |

**Prerequisite**
SSC1027 Principles of Economics. Knowledge of basic mathematical concepts such as solving equations, reading and working with graphs is a prerequisite, as well as the knowledge of general macroeconomic indicators and concepts.

**Description of the course**
In this course we discuss how national income, employment, and prices are determined. We study long-run economic growth as well as short-run fluctuations in economic activity, unemployment, and inflation. We then analyse tools of fiscal and monetary policies. Throughout this course economic data is tightly woven into the discussion of economic theory.
By the end of this course we are able to critically assess and contribute to discussions on current economic issues and give an educated assessment on economic commentary, analyses, or policy proposals (for example in publications such as the The Wall Street Journal or The Economist).

**Intended Learning Outcomes**
- Introduce students to an intermediate level of macroeconomics by linking theory, data, and current policy debates.
- Provide students with theory-based arguments required to understand relevant macroeconomic issues in academic and policy discourse.

**Learning Resources**
- Olivier Blanchard, Macroeconomics, Pearson, 7th (global) edition

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Participation, a project including presentations and a report, and a final written exam.

## *SSC2008 Organization Theory*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisite**
None.

**Description of the course**
This course is aimed at getting to know more about organizations, at gaining an understanding of workplaces, and learning about how to enhance your relationships with the organizations that you encounter throughout your life and career ahead. Organization Theory is a branch of social sciences that is particularly interested in the why, how, and when multiple individuals join efforts to reach a common goal. It is a multidisciplinary subject drawing from disciplines such as arts and humanities, educational sciences, psychology, evolutionary biology, economics, and politics. These multiple lenses through which we view organizations, makes Organization Theory a fascinating and relevant topic to explore and examine at any stage of your study program. Main topics covered in this course are organization-environment relations, organizational design types and culture, leadership development, HRM and well-being, and managing diversity and inclusion at work.

**Intended Learning Outcomes**
- Provide insight and enhance knowledge about the impact of external environment on how an organization is designed.
- Provide insight and enhance knowledge about various organization designs.
- Provide insight and enhance knowledge about the components of organizational structure and organizational culture.
- Provide insight and enhance knowledge on the impact of leadership and learning processes on organization design.
- Prepare for future practice in designing and managing organizational systems and learning processes.
- Develop discussion competence, constructive feedback seeking and feedback giving approaches, and the capacity to critically analyse within topics and synthesize across topics.
- Develop the ability to professionally lead discussions and give impactful presentations.

**Learning Resources**
- Academic journal articles, (business) press articles, case texts, etc.

**Teaching and Learning Activities**
Introduction and tutorial group meetings.

**Assessment Methods**
Case presentation, discussion leadership, group assignment.

## *SSC2009 Corporate Finance and Responsible Investing*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisite**

Students should have taken one or more of the following three courses: SSC1027 Principles of economics, SSC2022 Accounting and accountability or SSC2036 / SSC1030 Introduction to Business Administration.

**Description of the course**

Today's business environment is more complicated than ever. This is illustrated by the recent financial crisis and its aftermath and emerging topics like climate change and corporate social responsibility increasingly affecting corporate decision making. The field of corporate finance deals with the financing and investment decisions made by the management of companies in the pursuit of shareholder wealth maximization and dealing with the preferences of other stakeholders. This course gives a broad overview of important issues in corporate finance and combines insights from (behavioral) economics and sustainable finance. The economic side of corporate finance deals with the maximization of shareholder wealth. Managers aim at securing the greatest possible return in exchange for accepting the smallest amount of risk. For instance, a company can finance itself by borrowing money from banks, by issuing bonds or through issuing equity at the stock market. These types of decisions influence the expected return and risk of the company.

Traditional economics assumes that managers and investors are rational, self-interested people. However, there is a large body of evidence from social psychology and behavioral economics that people often act irrationally and behave pro-socially by taking the social impact of (investment) decisions into account. This course also shows how decision making biases managers and investors in their financial decisions and how social preferences of shareholders and stakeholders impact corporate social responsibility. Investors in both equity and debt claims of these companies have (heterogeneous) social preferences. Increasingly, large institutional asset owners such as public pension funds exert pressure on the management of companies with the purpose to increase the governance quality, and the environmental and social performance of their investments.

**Intended Learning Outcomes**

- You get a broad overview of the field of corporate finance and responsible investing.
- You will be able to better understand financial articles in newspapers like the Financial Times, the Wall Street Journal and the Economist.
- You will be able to apply your knowledge to understand basic financial information of the firm or institutions you will work for.
- You will deepen your financial knowledge by applying theoretical financial concepts to a chosen listed company throughout the course period.

**Learning Resources**

- Berk, J. and P. DeMarzo, Corporate Finance - Pearson International Edition, Latest Edition, Pearson Education, Inc.
- Edmans, A. (2021). Grow the pie: How great companies deliver both purpose and profit–updated and revised. Cambridge University Press.Scientific articles.

**Teaching and Learning Activities**

Tutorial group meetings (where literature is covered or student presentations will be delivered) and lectures.

**Assessment Methods**

Presentations, tutorial participation and a final exam.

## *SSC2010 Contending Perspectives in Economics: The Case of Inequality*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | Yes |

**Prerequisite**
SSC1027 Principles of Economics

**Recommended**
Since the course is a 2000-level course, somewhat targeted at second-year students, some more economics courses such as SSC2043 Development Economics and/or general courses such as COR1002 Philosophy of Science are highly recommended to better perform in the course. First-year students, who just finished the Principles of Economics course in period 2, tend to find this course somewhat harder.

**Description of the course**

In recent years, the issue of rising inequality has dominated the media. People's views on inequality are shaped by their perception of the world. Economists are no different. In this course, we will discuss various perspectives in economics such as Neoclassical, Austrian, Marxism, Post Keynesian, (New) Institutionalism and Feminist Economics. We will both focus on these perspectives within the field of economics as a scientific discipline and on how these perspectives differ in their view on inequality.

According to some scholars, inequality is a natural phenomenon in a capitalist market economy. It is a fair reward for higher education and training. Some other scholars disagree with this view. They observe that the sharpest inequality stems from sources other than education, and it is not justified by individual merits alone. Further, they emphasize that inequality in itself has detrimental effects on societies and therefore it should be prevented as much as possible. Finally, some economists see inequality as the result of economic growth and therefore conclude that increases in societal wealth cannot be attained without inequality.

In this course, we will first discuss the main elements within each school of thought, how they emerged and how they differ from each other. Second, we accompany these discussions with their view and interpretation of inequality. We discuss various perspectives in which inequality can be regarded such as the distribution of income amongst capitalists versus workers, income inequality between various groups in society and the difference between inequality in income versus inequality in wealth. How can we explain differences in society and are these differences persistent? Thirdly, and much related to the previous points is the role of public policy (or the government). Should, and if so how, the government have an active role in redistributing income? Fourthly, we also touch upon different measures of inequality and how they can be interpreted.

This all will be discussed in tutorial meetings and students will work on (group) papers. We will present and discuss these papers for which we also include peer feedback.

**Intended Learning Outcomes**

- Students have basic insights into the main contending perspectives in economics.
- Students are acquainted with various views of inequality and how inequality can be measured.
- Students are familiar with discussions on inequality and how scholars' perspectives can be linked to these discussions.

**Learning Resources**

- John T. Harvey, Contending Perspectives in Economics, A guide to Contemporary Schools of Thought, second edition, Edward Elgar, 2020, or equivalent.
- Various journal articles, book chapters

**Teaching and Learning Activities**
Tutorial group meetings, presentations, facilitation and discussion.

**Assessment Methods**
Papers, peer-reviews and presentations/facilitation.

## *SSC2011 European Integration: History and Theory*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Humanities & Social Sciences | No |

**Prerequisite**
COR1003 Contemporary World History or SSC1025 Introduction to Political Science or SSC1007 Introduction to Law and legal reasoning**.**

**Description of the course**
This course analyses European integration from the late 1940s until today. In a chronological order, it introduces students to themes such as security, economic integration and enlargement that continue to influence European integration in the present. In parallel, it also provides an overview of the main theories explaining (aspects of) European integration related to these themes, including 'big theories' such as neofunctionalism and neorealism, but also theories dealing with issues such as democratic legitimacy and the EU's normative power. While firmly based in history, the sessions continuously will seek to also reflect on the relation between past processes and current developments, such as Brexit or the Rule of law crisis, as they are unfolding. The course closes with a critical discussion on the main challenges European integration is faced with today and the views developed for its future development.

**Intended Learning Outcomes**
- To provide students with an in-depth understanding of the developments in European integration during the 20th century.
- To introduce students to the main theories and concepts in the field of European integration.
- To critically examine the way the European Union operates in the 21st century as well as to discuss the problems and challenges it currently faces.

**Learning Resources**
- Meurs, W. van, de Bruin, R., van de Grift, L., Hoetink, C., van Leeuwen, K., & Reijnen, C. (2018). The Unfinished History of European Integration. Amsterdam Amsterdam University Press.
- Online reader with various texts.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
A research paper and a take-home exam.

## *SSC2018 Brand Management and how to Communicate about Brands*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | No |

**Prerequisite**
None.

**Recommended**
SSC1027 Principles of Economics.

**Description of the course**
This course covers foundations of brand management and marketing communications (including advertising). The course will take a strong consumer-based focus, therefore the foundation of branding and advertising in consumer behavior and consumer psychology theories will be discussed. We will discuss theory that is at the foundation of branding and advertising and then apply it through team assignments on students' chosen brands.
The course consists of two parts:

- In the first part, we will deal with brand management: In the brand management part the nature of brands in consumers' minds, the concept of brand equity and instruments to build and leverage brands will be discussed.
- In the second part, we will focus on integrated marketing communications. In the integrated marketing communications part we will have a look at the concept of Integrated Marketing Communications, the communication process and theories of consumer behavior and response.

**Intended Learning Outcomes**

- To give students an introduction to the communication of brands to consumers. On the one hand a strong theoretical foundation will be built by studying the textbook chapters and journal articles (E-reader). On the other hand, we will continuously translate this theory to practice, by means of short articles from the business press (E-reader), brief student presentations, and one larger group project.
- Next to being instructive and interesting, this course can also be a lot of fun. We are confronted with brands and advertising every single day, and it is challenging to explore the processes by which this is done.
- To have an in depth understanding of the theories concerning branding, marketing communication and consumer behavior, and of the implications of these theories for marketing management. Skills that will be developed/ enhanced during this course are: presentation skills, teamwork skills, writing skills, analytical skills, reflection skills and creativity skills.

**Teaching and Learning Activities**

This course consists of 13 tutorial group meetings. Most of the educational group meetings are structured as follows: In the first hour we will critically reflect on and discuss the literature for that meeting.

We will explore the theoretical concepts discussed in the articles and chapters and make sure that everyone understands the big picture. In the second hour, we will apply the studied literature to practice.

The tutorial groups will be divided into three or four teams, and each team will be responsible for a brand during the whole course.

For four sessions there is a small team assignment to be prepared by each team about the specific brand the team has chosen. In essence it means using "your" brand to give a practical example of the literature.

Furthermore, there will be a mid-term assessment in the form of a paper of maximum 8 pages, in which you will have to individually reflect on the brand management topic we discussed in the first part of the course. In week 7 there will be a final assessment in the form of a team presentation (an integrated communications plan) about your brand and a proposed brand extension. Students' assignment is to reflect on the decision of extending the brand into the proposed category, to decide what the brand extension should look like and to set up a launch plan for the brand extension (an IMC plan).

**Learning Resources**

- To be announced.

**Assessment Methods**
There is no final exam in this course. Examination consists of participation, the small team assignments that are to be presented during the tutorial sessions, the mid-term individual paper and the final group assignment.

## *SSC2019 Social Psychology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Social Sciences | Yes |

**Prerequisite**
None.

**Description of the course**
Social psychology is the scientific study of the ways in which people's behaviour, thoughts, and feelings are influenced by others. This course will cover the core themes from social psychology – such as attitudes and attitude change, conformity, and aggression – and how they can be scientifically investigated. During the course, students will also participate in a "Humans of Maastricht" project. In this project, students will make contact with their self-perceived "out-group," applying social psychological theories and concepts to their experiences and reducing their own stereotypes and prejudice in the process.

**Intended Learning Outcomes**
After this course, students can:
By the end of this course, students will be able to:

- Define key concepts, theories, and research methods in social psychology on major topics such as social influence, group dynamics, attitudes, stereotypes, aggression and prosocial behavior, and interpersonal relationships.
- Analyze how situational and individual factors interact to shape human behavior, cognitions, and emotions.
- Apply social psychological theories to real-world situations, such as prejudice, persuasion, and inter-group conflicts.
- Critically evaluate social psychological research, including ethical considerations and methodological strengths/weaknesses.
- Interpret empirical findings from classic and contemporary studies in social psychology.
- Develop informed arguments about the role of social psychology in addressing societal issues (e.g., discrimination, conflict, health behavior).

**Learning Resources**
<u>Basic books:</u>

- Hogg, M. A., & Vaughan, G. M. (2018). *Social psychology* (8th Ed). Harlow, UK: Pearson Education Limited. ISBN: 978-1-292-09045-0

<u>Additional readings:</u>

- E-reader with scientific articles

**Teaching and Learning Activities**
Tutorial group meetings, practical assignment (2 meetings), presentations and lectures.

**Assessment Methods**
A test with open questions each allowing an element of choice in line with the PBL philosophy (during the last week of the course), a presentation (pass/fail), and a written report and presentation concerning the practical assignment. Note that the practical assignment will be completed in pairs and will thus be graded as a group assignment.

## *SSC2020 The Economics of Information*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Social Sciences | No |

**Prerequisite**
SSC1027 Principles of Economics.

**Description of the course**
This is a course in intermediate microeconomics on markets for information goods and the economics of uncertainty and information.

The term "information good" is very broad and includes, in principle, everything that can be digitized, such as books, databases, music, etc. Consequently, trade often takes place via the Internet. Information goods have special characteristics. For example, they typically have a special cost structure with high fixed costs and low marginal costs: making a copy of digital content is essentially costless. We study several topics such as pricing and network effects. One focus will be on "platforms", which often play an important role in markets for information goods. At the beginning, we introduce concepts from pricing theory and game theory, building on *SSC1027 Principles of Economics.*

The economics of uncertainty and information studies the role that information plays in the decisions and interactions of individuals, the design of contracts, and the working of markets. In many situations, individuals lack important information before making a decision. For example, sellers don't know their customers' willingness to pay, and investors don't know which investment opportunity yields the highest profit. Often, information is not only incomplete but also asymmetrically distributed among the relevant parties ("adverse selection", "moral hazard"). A central insight is that asymmetric information often leads to economic inefficiency.

**Intended Learning Outcomes**
- Learn durable economic principles of markets for information goods
- Skills in analyzing such markets
- Deepen knowledge of pricing and game theory and its applications
- Understand problems arising from lack or asymmetric distribution of information in economic situations
- Skills in analyzing such problems

**Learning Resources**
- Belleflamme, P. and M. Peitz (2021), The Economics of Platforms: Concepts and Strategy. Cambridge University Press.
- Perloff J.M, Microeconomics, Pearson. The edition will be stated in the course manual.
- Shapiro, C. and H.R. Varian (1998), Information Rules: A Strategic Guide to the Network Economy. Harvard Business Review Press.
- Academic articles

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Written exam, presentation.

## *SSC2022 Accounting and Accountability*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | Yes |

**Prerequisite**
None.

**Description of the course**
This course will provide an introduction to the field of accounting. Accounting is usually seen as the process of identifying, measuring and communicating (financial) information about a company to interested users, allowing them to make decisions based on this information. These users can be internal to a company (managers, employees) or external to the company (shareholders, banks, investors).

By providing financial information to external users, these users can make decisions regarding the firm. These decisions include whether or not to invest in the firm or lend money to it. This information also allows investors to predict the future of the company and to value it. In short, this information thus allows capital markets to function and provide a healthy economic environment for investment.

The communication of financial information to interested users is guided by accounting standards. These standards dictate how financial information should be recorded, and how it should be presented and communicated to interested parties. This course will follow the International Financial Reporting Standards as the framework for recording and communicating financial information.

Even though these accounting standards exist, managers still have room to present information in a certain way as they have an information advantage compared to the external users. They might use this advantage to hide certain information or to paint a better financial picture of the firm. This will of course have a severe negative effect on the functioning of capital markets. In this course we, therefore, also discuss the fields of corporate governance, auditing and internal control. These fields put regulations and systems in place, that aim to prevent the management from creating bias in the financial statements or try to detect (intentional or unintentional) misstatement.

Because of the importance of accounting in the functioning of economic markets, getting an introduction to this field carries importance for almost all students. Whether small or large, all businesses will have to communicate some information to interested external users. All businesses will also put systems in place to provide assurance that this information is correct. Therefore, whether you pursue a career within business or economics, or want to start a company for yourself, knowledge of the field of accounting will be useful in the future.

**Intended Learning Outcomes**
- To provide students with an introduction of the field of accounting.
- To give students the ability to apply basic bookkeeping techniques (making journal entries and preparing basic financial statements).
- To provide an understanding of international accounting rules and principles.
- To discuss managerial discretion, and both its positive and negative consequences
- To provide an understanding of the basics of related fields like corporate governance, auditing and internal control.

**Learning Resources**
- Weygandt, Kimmel, Kieso (2019). Financial Accounting with International Financial Reporting Standards, Wiley, 5th edition.
- Selected chapters from other text books (available online).
- Research articles and cases (available via the UM Library).

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
The final grade consists of the following assessments: individual class participation, group presentations and a final written exam, consisting of open questions.

## *SSC2024 International Law*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | Yes |

**Prerequisite**
SSC1007 Introduction to Law and Legal Reasoning;
SKI1008 Introduction to Academic Skills I;
PRO1010 Introduction to Academic Communication: A Writing Project

**Recommended**
SSC2002 International Relations: Themes and Theories.

**Description of the course**
The important role played by international law in international relations is evident: it offers not only a means for facilitating international cooperation, but also provides a psychological barrier against international delinquencies such as the waging of unlawful wars, the perpetration of widespread and systematic violations of human rights, and the extensive pollution of the environment. It also fulfils a vital role in national legal systems, as States are bound to incorporate or implement some international obligations into domestic law, such as those derived from human rights treaties, certain resolutions of the UN Security Council, and the Rome Statute of the International Criminal Court.
This course covers fields of regulation that relate directly to priority issues on the international agenda, such as the peaceful settlement of international disputes, the prohibition of the use of armed force, and international criminal law. The topics addressed in the course should thus be of great interest to UCM students.

**Intended Learning Outcomes**
The ultimate objectives of the course are to develop your ability to think independently and to improve your problem-solving skills.
By the end of the course, you are expected to be able to:

- explain basic concepts and principles of international law
- discuss controversial international legal issues
- compare the structure, applicable law, and practice of certain international institutions
- analyse and solve real or hypothetical problems by applying the rules and principles of international law

**Learning Resources**

- Max Planck Encyclopedia on Public International Law (available on the UM online library)
- A compilation of legal instrumentsto be specified at a later stage

**Teaching and Learning Activities**
Tutorial group meetings.

**Assessment Methods**
A mid-term exam and a final written exam consisting of a number of problem or essay questions.

## *SSC2025 Memory*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Social Sciences & Sciences | No |

**Prerequisite**
SSC1005 Introduction to Psychology; SCI2034 Functional Neuroanatomy; SCI2034 Brain and Action is strongly recommended.

**Description of the course**
In our everyday cognitive functions we rely heavily on multiple types of memory. This includes seemingly trivial actions, such as remembering your grocery shopping list, to navigate through Maastricht, and to have a sense of your own identity. How are memories formed and maintained in our mind and brain? Do we have multiple memory systems, or just one memory mechanism from which the richness of memory is derived? What happens if our memory fails us, when we forget or when we remember falsely? This course investigates the behavioural (conditioning), cognitive (information processing), and neurobiological mechanisms of both declarative and non-declarative memory. You will study how some memories are produced automatically by your brain, such as in an operant conditioning paradigm. We will also discuss a number of cognitive models explaining how your explicit experiences are stored in memory. Furthermore, we will discuss synaptic and molecular mechanisms of memory, such as long-term potentiation (LTP), the role of the hippocampus in memory formation and retrieval, and the cognitive and neurobiological mechanisms that may strengthen or weaken an existing memory. Finally, we will examine how this knowledge about learning and memory can be transferred to an educational setting such as PBL at Maastricht. These research topics rely on many decades of cognitive and neuroscientific research that has been awarded with Nobel prizes several times (in 2000 to Prof. Kandel for synaptic plasticity and in 2014 to Profs. O'Keefe and Moser/Moser for hippocampal place cells and navigation).

Throughout the course, we will discuss relevant methodological issues regarding memory research. Importantly, please be aware that brain anatomy and function are an important part of this course; an interest in and understanding of these fields at the level of Introduction to Psychology or higher is strongly recommended. In addition to the tutorial meetings, students will complete a practical and paper assignment in which memory performance of real subjects is assessed.

**Intended Learning Outcomes**
- To help students acquire knowledge of recent as well as classic theories in the field of memory acquisition, consolidation and retrieval, for short- and long-term declarative memory.
- To provide knowledge of the principles of forgetting, reconstructive processes and false memories.
- To provide knowledge about the biological basis of memory acquisition, storage and retrieval.
- To familiarize students with relevant basic brain anatomy.
- To provide experience with common experimental designs in memory research.

**Learning Resources**
- To be announced.
- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings, practical meeting, and lectures. During the practical meeting, a number of memory tests will be studied. Students are required to test several subjects (e.g. friends, family, fellow students) and write a research proposal on a self-chosen topic related to memory.

**Assessment Methods**
Assessment will be based on a practical report and a final exam.

## *SSC2027 Law and Society*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisites**

SSC1029 Sociological Perspectives, SSC1007 Introduction to Law and Legal Reasoning, or SSC1003/SSC2065 Theories of Social Order.

**Description of the course**

Conventionally, we often tend to think of law as a set of rules – law as it appears in books. These formal manifestations of law, such as constitutions, statutes, executive orders, or court decisions as certainly an important aspect of studying law. However, we would miss (or misunderstand) a large part of reality if we only looked at the formal structures of the law and ignored the larger social context in which law operates, develops, and changes. This course looks at law in action - *law as a social phenomenon*. That means that we try to understand what drives legal developments, how social contexts shape the law, and how law as a social institution responds to and shapes society. In essence, this is a course on legal sociology rather than positive law.

**The first part of the course** will introduce the sociological study of law and legal change. We will provide an overview of the field, discuss several prominent theoretical approaches and examine various methods of researching socio-legal questions.

**The second part of the course** will examine several socio-legal processes in detail, using the tools that were developed in the first half of the course. In particular, we will look at

- the organization and making of law: why are laws being enacted and remain popular that "don't work"? Which factors determine what becomes law?
- law as a means of social control: when do we need (formal) law and when do we not? What is the relation between legal and social norms and sanctions?
- different means of dispute resolution: Is it true that Americans sue each other all the time and that East Asians avoid going to court? What factors influence the way we use legal/judicial procedures to solve disputes?

We will also look at current developments in the interrelation of law and society, for instance:

- Law and technology: who should be liable when a decision taken by a self-learning AI causes harm? Is predictive policing a great tool to make neighbourhoods safer, or a discriminatory practice that should be banned? Wouldn't computers make fairer and more impartial judges than humans with their personal biases and moods?
- Law and scientific advancement: law often hinges on certain views on human nature, such as the assumption that humans possess a free will, and hence *could have acted otherwise*. Neuroscientific research has suggested that the human will is potentially less 'free' than previously thought. What does/should that mean, for instance, for questions of guilt and punishment?
- Law and global development: do our insights about the interactions between law and society help us position ourselves in the old 'rights vs. welfare' debate? Does what we learned about law and society also hold for international law, whose subjects are states, not people?

In the second part of the course, students also actively work with the theoretical frameworks studied in the first part (or explore others that were not discussed in the course) in writing their own socio-legal research paper.

**Intended Learning Outcomes**

- To understand law as a social phenomenon
- To be acquainted several theoretical approaches to law and society, and able to apply them to analyse socio-legal phenomena
- To examine a variety of legal processes and socio-legal phenomena
- To examine and understand the interrelations between law (as an academic discipline) and other fields of study.
- To understand current and future development trends in the nexus of law and society (e.g. legal developments in response to automatization, digitalization, and artificial intelligence or in response to new research results in psychology and neuroscience).

**Learning Resources**

- Sutton, J.R. (2001) Law/Society: Origins, Interactions, and Change. Pine Forge Press, Thousand Oaks – London (available as a full-access e-book through the University Library).
- A number of books, articles and book chapters, available (through databases to which UM is licensed) on Canvas or through the e-reader environment.

**Teaching and Learning Activities**

Tutorial group meetings, lectures and Q&A sessions.

**Assessment Methods**

- A midterm exam which will consist of open-ended essay questions on the theories studied in the first half of the course and how they can be used to construct explanations for socio-legal phenomena;
- A research paper on a socio-legal topic of your own choice.

## *SSC2028 Classical Social Theory*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Social Sciences | No |

**Prerequisites**
It is recommended to have taken SSC1029 Sociological Perspectives or other sociology courses. It is not recommended to take this course in the first year unless you have a strong background in sociology.

**Description of the course**
Classical Social Theory sets some of the key themes, questions, and theoretical traditions of sociology and other social sciences. In this course, we will read **the original work** and study the backgrounds, worldviews, and historical context of classical authors Karl Marx, Max Weber, and Emile Durkheim. We will also look at other classic authors, such as W. E. B. Du Bois, Charlotte Perkins Gilman, and Bronislaw Malinowski.
Becoming familiar with “the classics” is a must for students interested in pursuing master's and doctoral programs in social sciences, such as sociology and anthropology, and more generally, it is interesting for all students interested in the philosophy and foundations of the social sciences. Additionally, the course attempts to explore Classical Theory from a "decolonial" perspective. This involves analyzing how the ways of thinking, ideas, and basic assumptions of Classical Theory influenced the relations between Western society and the rest of the world, helping construct both the current power relations and the grounds for their critical analysis and social change. As part of this understanding, we will also analyze how specific authors and certain texts became part of the canon (or excluded from it).
Who are the classics, how you define what is "classic", and how a canon is constructed are interesting questions in themselves. This course has the double objective of introducing students to the most renowned classical theorists and some of their ideas, as well as providing analytical tools to reflect on both their ongoing relevance and the need for questioning some of the basic precepts of their thought.

**Intended Learning Outcomes**
At the end of this course, students will be able to:
1. Identify the main theoretical traditions in sociology and situate them in the historical context in which they emerged and were applied.
2. Compare and contrast the work of early social scientists and the theories and methods they propose.
3. Integrate a decolonial approach to the analysis of classical social theory and reflect on the current construction of the sociology canon and its implications for the relations between societies.
4. Identify and explain the work of an early social scientist not traditionally included in the sociology canon.
5. Explain and reflect on how the classics are still relevant to the study of contemporary societies and reflect on how a decolonial approach is necessary in social theory.

**Learning Resources**
- Selections of the original texts and other complementary selected articles.
- Most of the reading will be from the book Desfor Edles, Laura and Appelrouth, Scott (2010). Sociological Theory in the Classical Era: Text and Readings. 2nd edition. Thousand Oaks: Pine Forge Press.

**Teaching and Learning Activities**
Tutorial group meetings, student presentations and lectures.

**Assessment Methods**
Presentation (40%), final paper (60%).

## *SSC2029 Political Sociology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Social Sciences | Yes |

**Prerequisites**
Given that this course requires a basic working knowledge of social science research methodology, all students MUST have completed Introduction to Research Methods I and II (SKI1004 + SKI1005) as well as ONE or more of the following: SSC1029:Sociological Perspectives, SSC1025:Introduction to Political Science, SSC2065:Theories of Social Order, COR1004:Political Philosophy.

**Description of the course**
In this course, students undertake a collaborative exploration of key themes in political sociology, a major sub-field of sociology with strong linkages to political science and political philosophy. A working knowledge of introductory sociology and social science research methods is absolutely essential and thus required. One of the fundamental problems of concern in this course is to understand the dynamics and relations of power in society. Specific problems and issues related to 'power' are examined across the grassroots and global levels of sociological investigation. Intersectional and global comparative perspectives are stressed through an exploration of diverse case studies that span different historical eras and contemporary settings. Principles of 'research-based learning' (RBL) are emphasized throughout the course in order to stress the intimate link between sociological theory and methodology. Through principles of RBL students will pursue collaborative investigations of some of the most foundational questions and topics that have come to define political sociology over the past few decades. Salient themes to be explored include: democratization, active citizenship, nationalism, neoliberalism, elitism, populism, authoritarianism, repression, protest and revolution.

**Intended Learning Outcomes**
- To apply working knowledge of sociological theory to specific problems in political sociology
- To apply working knowledge of sociological research methods to specific problems in political sociology
- To clearly articulate the comparative value of different research approaches in political sociology
- To apply insights from political sociology to contemplate the development of workable solutions to pressing problems in society today.

**Learning Resources**
- A selection of foundational articles, book chapters and case studies will be made available to students during the first few weeks. Subsequently, students will work together to conduct their own research on specific problems and locate relevant literature.

**Teaching and Learning Activities**
Tutorial group meetings, lectures and student led panel presentations.

**Assessment Methods**
One exam during the first half of the course, followed by a larger group project that consists of a problem analysis and corresponding panel presentation.

## *SSC2037 Peace and Conflict Studies*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Social Sciences | No |

**Prerequisites**
At least two 2000-level courses in Humanities or Social Sciences.

**Recommended**
Some background knowledge on important conflicts in history, on the current conflicts in the world, on international relations theories and methods of social sciences are helpful in this course. SSC2002 International Relations, SSC2024 International Law, COR1003 Contemporary World History, SSC3032 Atrocity Triangle: A course on the Causes of Gross Human Rights Violations and their Aftermath, SSC3040 Identities and HUM2003 Making Crucial Differences are recommended courses.

**Description of the course**
In this course, we will focus on contemporary peace and conflict studies, and conflict resolution. The course will cover many issues related to the theories, causes and models of violent conflict in the first part, and then conflict resolution, including prevention of conflicts, (issues of early warning and early action), halting ongoing violent conflict, the role and forms of mediation, peacekeeping and how to end violent conflict, build peace and transform societies to reconcile their differences in the second part.

Tutorials are enriched with case studies, interesting links, presentations and movies.

**Intended Learning Outcomes**
The objectives of this course are to survey the theory and practice of violent conflict and its resolution. The course will discuss some current issues in conflict studies related to the identity, community, belonging, human needs, structural issues, greed and grievances, discourses of violence and conflict, possible causes of communal violence, economic and environmental issues, third-party intervention, mediation, peace-building and reconciliation in the different stages of preventing, containing and ending violent conflict, as well as to gain insight into basic elements of peace and security studies, conflict management and international politics. Specifically objectives of the course is:

- To discuss and learn what conflict and peace mean and why groups resort to violence and what makes peace durable;
- To discuss conflict types and trends and peace index in the contemporary world;
- To get familiar with conflict theories and conflict studies and peace models and approaches;
- To discuss ontological and epistemological issues regarding conflict and peace studies;
- To apply these models, concepts and theories to several conflicts and peace efforts;
- To understand the main techniques of peace-making and conflict resolution such as mediation, and the efforts of international organisations such as United Nations;
- To discuss peacekeeping and interventions in conflict resolution;
- To get introductory knowledge on ending conflicts and post-conflict reconstruction, peacebuilding and reconciliation processes..

**Learning Resources**
- TO BE ANNOUNCED.
- Additional articles, book chapters and other educational material.

**Trigger Warning:**
- This course is about violence, conflicts and atrocities. That is viewer discretion is advised.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
There will be different types of exams in this course depending on the number of students.Each assignment will be analytical and will reflect the application of the relevant literature/theories. Different deadlines might be applied to different assignments. In the past we had midterm exams, reflective journals, and simulation/role-play exercises. Class participation will also be taken into account in the assessment.

## *SSC2039 History of Western Political Thought*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences & Humanities | No |

**Prerequisite**
COR1004 Political Philosophy.

**Recommended**
HUM1007 Introduction to Philosophy.

**Description of the course**
When considering modern political issues it is often instructive, and sometimes humbling, to realize that many such issues have deep historical roots. For as long as human beings have been living together in societies, questions concerning how these societies should be organized have been asked. The answers that historical writers have given to these questions are still relevant today and still inform current political thinking. By investigating the questions historical philosophers were grappling with and how they sought to answer them, we may perceive more acutely the questions facing our societies and discover how we might answer those questions.

We will study important texts by a number of seminal political thinkers in the Western political tradition, from several periods in history. Our aim will be to understand the particular problems they were seeking to solve and how or whether they did so. Although the main texts we will use are historical, the methods we will use are analytic. We will also read several modern texts, which take up themes from these historical texts. By applying the tools acquired in Political Philosophy (COR1004) to these texts, we will be able to come to terms with them and apply historical insight to current issues.

**Intended Learning Outcomes**
- To provide students with a basic grasp of the evolution of political thought in the Western tradition.
- To teach students how to study historical works of philosophy.
- To identify how issues and questions in contemporary politics and contemporary political thought have their roots in historical writings.

**Learning Resources**
- Cahn, S. (2005/2011/2015/2022). *Political Philosophy*. OUP, Oxford. (All editions are acceptable).
- Several pieces of modern secondary literature in an E-Reader available on Student Portal.

**Teaching and Learning Activities**
Tutorial group meetings.

**Assessment Methods**
A take home exam and an oral exam.

## *SSC2043 Development Economics*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisite**
SSC1027 Principles of Economics. Knowledge of basic quantitative concepts such as reading and working with graphs and simple equations is also a prerequisite.

**Description of the course**
The long-run economic development of countries, as well as inequality within countries are the major topics of this course. The course will review the major conceptual approaches to economic development, and apply those to the actual experience of countries. In this way, the global variety of development experiences becomes a central to[pic of the course, addressing topics such as investment, trade, building institutions, population dynamics, education, health, and migration. The material that we cover suggests that inequality of the distribution of income resulting from differences across the population in terms of access to education, health services, or infrastructure can be a major obstacle to economic development. Throughout the course, public policy options for stimulating development are made central, especially in the assignment that students will carry out.

**Intended Learning Outcomes**
- To provide participants with an overview of the major characteristics of, and conceptual approaches to economic development and the public policies that are used to stimulate it; these topics include, inter alia, economic growth and population dynamics, education, health, migration, institutions, and environment.
- To deliver the skills needed to analyze real-world economic development experiences and approach them in a rigorous and critical way.

**Learning Resources**
- A textbook on economic development (to be decided).
- Other reading materials will be indicated during the course.

**Teaching and Learning Activities**
Tutorial group meetings, group work and student presentations.

**Assessment Methods**
The final grade will be based on the assignment, in-class participation including presentation and a final examination.

## *SSC2046 Globalization and Inequality: Perspectives on Development*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Social Sciences & Humanities | No |

**Prerequisites**
Academic Skills Training or equivalent University-level writing skills preparation.

**Description of the course**
This course critically examines structural issues of development through a lens of globalisation. Globalisation refers to the increasing interdependence of markets, states and civil societies and the resulting effects on people and their environment. By also focusing on inequality –that is, 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 underlying development processes and unlock ongoing debates. The course focuses on the following themes: globalisation and development; the Global Goals for Sustainable Development; history of inequality; agencies of development; democratization, human rights and development; health and development; global migration and remittances; and climate crisis, consumption patterns and the North-South divide.

**Intended Learning Outcomes**
- To understand and analyze development issues in the light of globalisation and inequality from several disciplinary perspectives and recognise links between globalisation, inequality, poverty and development.
- To understand theories, concepts and historical roots of global social, political and economic inequality as well as understand contemporary issues in development and the developing world, in particular:
    - Global agencies of development
    - Democratisation, human rights and development
    - Health and development
    - Global migration and remittances
    - Climate crisis, consumption patterns and the North-South divide
- To gain knowledge of the main global and international actors and networks in the field of development, including their aim, impact and effectiveness.
- To analyze changes in 21st century geopolitical perspectives on development, such as the growing impact of 'emerging' countries like China and 'new' South-South partnerships.
- To develop insight in the relations between the various global crises and recent development policies.
- To use the accumulated understanding and knowledge to envision future development scenarios.

**Learning Resources**
- Hopper, P. (2018). *Understanding development*: 2nd edition fully revised and expanded. Cambridge: Polity.
- Relevant academic articles, reports, book chapters and websites.

**Teaching and Learning Activities**
Tutorial group meetings, lectures, group work and presentations.

**Assessment Methods**
Group presentations, a group paper and a TestVision exam.

## *SSC2048 Intermediate Microeconomics*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Social Sciences | No |

**Prerequisites**
SSC1027 Principles of Economics.

**Recommended**
SSC2061 Statistics I.

Students taking this course should be prepared to use and manipulate basic mathematical expressions. A good knowledge of the analysis of common functions and their derivatives will be an asset for the course.

**Description of the course**
Economics is the study of exchange and tradeoffs. Questions about what to buy, what to produce and how to allocate time all involve tradeoffs between different alternatives, and economists develop models to better understand the process by which individuals and firms make such decisions. With these models in hand, economists can then develop criteria by which to judge the efficiency and effectiveness of market structures, policies and institutions.

This course is a first introduction to microeconomics. It will present an overview of the basic models that constitute the foundations of modern economics. We will build the theory of the consumer and the producer from the bottom up to create models of market behavior. The goal is not to offer a complete description of the world as it exists; rather, we will seek to simplify reality with the goal of providing a concise description of a broad class of real-world circumstances.

As we progress we will touch on examples of theory in applied settings to highlight and discuss how these models characterize much of the economic behavior we observe in the real world. After developing models of the market as a whole, we'll explore extensions of the theory to the strategic behavior of firms and individuals. The theory of strategic behavior will then be used to analyze, among other things, competition policy, environmental policy and political competiton between parties

**Intended Learning Outcomes**
- To introduce students to the basics of microeconomic theory.
- To acquire skills in applying its analytical tools to real-life economic problems.

**Learning Resources**
- Perloff, Jeffrey M. (2018), Microeconomics, Eighth Edition, Global Edition, Pearson.

**Teaching and Learning Activities**
There will be two regular, weekly tutorial group meetings supplemented by a number of lectures. The first lecture will introduce the course organization and content.

**Assessment Methods**
Participation, presentation and final exam.

## *SSC2050 Psychology and Law*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | Yes |

**Prerequisite**
SSC1005 Introduction to Psychology.

**Recommended**
SSC1007 Introduction to Law and Legal Reasoning and/or an interest in Law.

**Description of the course**
This course focuses on applications of psychology to the legal system. It will provide students with insights and knowledge about typical themes within legal psychology. Such themes range from how reliable eyewitness testimonies in court are to whether criminals have a brain dysfunction making them permanently dangerous to society, to the role of experts in court. The role of psychologists within these themes is to ask questions that have a direct relevance to the legal arena and to conduct research to address these questions.

Through working with cases, students will be familiarized with various issues in the field in this course, for example police procedures, legal backgrounds, psychological experiments and the disputes that arise when psychology is applied to the law. Moreover, several small exercises in class will give students the opportunity to get a small taste of which tests and procedures are used by academics and professionals working in the field.

Drawing from areas of social, cognitive, developmental, clinical, and neuropsychology this course will deal with questions such as: Are all criminals competent to stand trial? How reliable are lie-detector tests? What is the role of expert witnesses in court? What are the dangers of bias in expert testimonies?

**Intended Learning Outcomes**
The aim of the course is to provide students with knowledge about the application of psychology to the legal system. By the end of the course, students should

- be able to identify current issues and controversies in the field of Psychology and Law;
- be able to describe methods and tools typically used in this field and experiments that have been conducted;
- be able to list ethical dilemmas that occur when collecting data and running experiments with human participants;
- be able to provide reasons why raising awareness about the problems that arise when psychology is applied to law in practice are crucial;
- be able to describe and analyze cases by applying various tools and methods.

**Learning Resources**

- Book: Costanzo, M., & Krauss, D. (2021 or earlier versions). *Forensic and legal psychology. Psychological science applied to law.* New York: Worth Publishers.
- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings and (guest) lectures.

**Assessment Methods**
Assessment is based on a presentation and a final exam at the end of the course.

## *SSC2053 Public Health Policymaking*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisite**
None.

**Description of the course**
In this multi-disciplinary course about public health and public policymaking, students will combine insights from political science, public health advocacy, medical sociology, health economics, health ethics, and digital technology to address challenging public health topics, such as outbreaks, vaccination, chronic diseases and healthy lifestyles.

Next to lectures and tutorials, the course offers the opportunity for project work where students select and analyze a real-world public health policy problem, considering contextual factors related to the public health system, governance and stakeholders. Based on their analysis, students propose evidence-informed policy, present their findings,. and debate with other students on the proposed policy.

Three broad objectives are addressed:
(a) issues in public health: What is the importance of the public health system in a country in settingpublic health policies? Why is it essential to monitor and address health inequalities in public health through policy?
(b) issues in public policymaking: How does public health policymaking work in reality under crisis circumstances, like infectious disease outbreaks? And how does public health policymaking work in reality under non-acute circumstances where a shift in responsibility can be seen from government (central steering) to governance (decentral steering)?
(c) issues in public policymaking on public health: Special attention will be paid to the role of technology in public health and the importance of economic evaluation in public policymaking, raising ethical and solidarity issues.

**Intended Learning Outcomes**
- To make students familiar with basic issues in public health.
- To make students familiar with basic issues in public policymaking.
- To make students familiar with basic issues in public policymaking on public health.

**Learning Resources**
- Buse K, Mays N, Walt N. Making Health Policy (2nd edition). Berkshire: Open University Press, 2012. Additional literature can be found for each assignment.
- Fafard P, Cassola A, de Leeuw E. Integrating science and politics for public health. Cham: Palgrave Macmillan, 2022
- Maarse, H. Health Policy Analysis: An Introduction. https://doi.org/10.26481/mup.2303 "

**Teaching and Learning Activities**
Lectures accompanied with associated tutorial group meetings.

**Assessment Methods:**
A group presentation with in-depth debate and an individual written exam.

## *SSC2055 Entrepreneurship*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Social Sciences | No |

**Prerequisites**
SSC1005 Introduction to Psychology **or** SSC1029 Sociological Perspectives **or** SSC1027 Principles of Economics **or** a first year undergraduate business course.

**Description of the course**
Not many will contest the societal impact of enterprising individuals and entrepreneurial ventures on our economies. Entrepreneurs may start up companies that challenge (and often replace) 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. Despite the heroic image of successful entrepreneurs, entrepreneurship is much more about failure than about success. What motivates entrepreneurial types to venture of on a path that will often result in failure?

In this course you will study factors that drive entrepreneurs and the entrepreneurial process. We will focus on new venture gestation: the initial stages of the process that may result in a new company to emerge. Throughout the course you will explore how entrepreneurs not only rely on generic business management principles, but also how they cope with the uncertainty, risk, scarcity of time, capital and other resources that is inherent to all entrepreneurial venturing. Perhaps you will conclude that many entrepreneurs are in fact not really good managers (good entrepreneurs will compensate for this by hiring better managers).

We start the course by exploring the process dynamics of entrepreneurial activity. We then will explore the origins of entrepreneurial opportunity, review how entrepreneurs screen and develop the opportunities that they discover, and you will unravel how entrepreneurs seek to appropriate the returns from their enterprising behaviour and benefit from or contribute to entrepreneurial networks and ecosystems.

This is not a “how-to” course, instead the course will introduce you to relevant scholarly insights that provide (future) entrepreneurs, an evidence base for entrepreneurial action. Those students that are ready to enact entrepreneurship may want to contact the recently founded Center for Entrepreneurship and Innovation supporting enterprising students and alumni.

**Intended Learning Outcomes**
To provide an understanding of the how, where, when, whom and why of entrepreneurial initiative. However, our ambitions go beyond helping you to learn, we also want you to feel (more) empowered to engage in the entrepreneurial process itself:

- You are able to explain and illustrate the unique qualities of the entrepreneurial process.
- You are able to explain and illustrate the unique qualities of entrepreneurs.
- You are able to explain how entrepreneurial opportunities are discovered and selected.
- You are able to explain how entrepreneurs link value creation to value appropriation.
- You are able to explain the importance of entrepreneurial networks and ecosystems.

**Learning Resources**

- List of academic articles (1 compulsory and 1 chosen out of 5, per session).

**Teaching and Learning Activities**
Tutorial group meetings. In the tutorial group meetings you explore the literature and you contribute by having a connected case (one-pager) prepared. There is a group project in which students present a business idea. The consulting project invites you to link your learning to providing advice to one of these group projects.

**Assessment Methods**
Student evaluation will be based on 1) a take-home test, consisting of open questions; 2) class participation (based upon one-papers); 3) a group presentation on a regional entrepreneurship topic and 4) the consulting paper.

## *SSC2060 Comparative Constitutional Law*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | No |

**Prerequisites**
SSC1007 Introduction to Law and Legal Reasoning or SSC1009 Introduction to European Integration or SSC2011 European Integration; History and Theory or SSC1025 Introduction to Political Science.

**Description of the course**
In this course, we study basic concepts of constitutional law. Particular attention is devoted to: the functioning of a state, different systems of government and the concept and application of the principle of separation of powers.

Furthermore, different electoral systems and different mechanisms governing the relations between the executive and legislative branches of government will be discussed. The issues of federalism and bicameralism will be analysed. Finally, the rules governing constitutional review will be discussed, together with the issue of fundamental rights protection. These themes will be addressed with regard to the American, German, French, British and Dutch legal systems.

**Intended Learning Outcomes**
- To get students acquinted with the political and constitutional systems of a number of European countries and the United States.
- To introduce students to the overarching concepts of constitutional law.

**Learning Resources**
- Heringa, A.W. (2016), *Constitutions Compared - An Introduction to Comparative Constitutional Law.* (4th Ed.) Antwerp/Oxford: Intersentia.
- S. Hardt and A.W. Heringa, eds. (2014), *Sources of Constitutional Law*, Antwerp/Oxford: Intersentia.

**Teaching and Learning Activities**
Tutorial group meetings and lectures. Discussions in tutorial group meetings are based on problem scenarios and tasks from the coursebook.

**Assessment Methods**
The final grade is based on the results of a mid-term exam consisting of a paper and a final written exam comprising essay questions.

## *SSC2061 Statistics I*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall / Spring | 2 / 4 | 5 | Social Sciences | No |

**Prerequisite**
SCI1010 Basic Mathematical Tools. Students with substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii) can contact the coordinator to request a waiver.

**Description of the course**
The world of statistics is extremely useful, and there's no need to be afraid of it. With 90% confidence and a good deal of effort, *you* would rather shock the world of statistics. Numbers would bow to your understanding; quantitative reports in journals and the media would be no match for your critical eye. In Statistics I, you shall walk your first steps on the path towards mastery of statistics.
This course takes what is known as a classical approach to statistics and quantitative research methods for social and life sciences. It starts with descriptive statistics (getting the hang of a sample) and continues with inferential statistics (generalising sample results to entire populations). But don't mistake 'classical' for 'traditional'. Statistics deserves to be colourful and exciting, so prepare yourself for a course full of relatable and relevant stories. Our goal is to make you fall in love with a field that you never knew you liked. By the end, you will know how to visualise and summarise variables, test null hypotheses, construct confidence intervals, and capture associations between categorical as well as quantitative types of data. And you will be excited that you now understand everything the previous sentence said.
Learning statistics is all about interacting with it. Throughout the six course modules, you will solve a myriad of assignments that will help you build – and trust – a quantitative intuition. You will learn many ways in which statistics can help us make sense of the world… and where its limits lie. The overarching goal is to build bridges between mathematical models and our actual universe, in order to make the latter a better place. Who wouldn't want to take part in that endeavour? Now is your chance. We hope to see you in class!

**Intended Learning Outcomes**
- To foster a quantitative mindset for doing research as well as understanding the world around you.
- To develop the abilities to think critically about data, as well as scientific articles that are grounded in quantitative techniques.
- To gain experience in actively performing quantitative analyses yourself, with the aid of software.

**Learning Resources**
- Penders, Vince (2019). *Pirates, Peaches and P-values: Parrrt 1.* Maastricht: Mosae Verbo

**Teaching and Learning Activities**
Besides a weekly lecture, there are two weekly tutorial sessions. In these meetings, we will be working on studies that require the use of statistical techniques. One tutorial per week will involve the use of computer software (mostly JASP, a highly intuitive open-source program) to speed up the busywork of calculations, so as to focus on making sense of the results.

**Assessment Methods**
A take-home assignment midway through the course, and a multiple-choice exam at the end.
The take-home assignment will require you to do a statistical analysis on your own and answer open questions about it. This midterm is designed to train you for individual projects and assesses your ability to use statistics in a practical research context.
The multiple-choice exam will assess your understanding of statistics at a more fundamental level. The exam is open book, meaning that you can bring your own materials (literature, written notes, etc.).

## *SSC2062 Foundations of Cognitive Psychology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences & Sciences | No |

**Prerequisites**
SSC1005 Introduction to Psychology or SCI2036 Artificial Intelligence.

**Description of the course**
The mechanization of thought (i.e. regarding the human mind as an information processing machine) has always repelled and attracted psychologist and philosophers after the scientific revolution of the 16th and 17th centuries. As a result, human thought wasn't always the topic of psychology, especially at the time of the rise of radical behaviorism in the early 20th century. Anything referring to mental processes was not to be used in explanations of human behavior. However, with the inventions of computers that could mimic behavior, in combination with the failure of behaviorism to account for even the simplest of human behavior, the mind was back in psychology. And back with a vengeance. During the '60 and '70 of the 20th century information processing theory became the leading paradigm in psychology and to this day remains a major influence, as seen e.g. in the field of Cognitive Neuroscience. Information processing theory utilizes concepts of computation and representation and deals with how people receive, store, integrate, retrieve, and use information.

The present course is concerned with theoretical and empirical perspectives on human cognition, perception and the experimental methods to study cognition and perception. Eleven basic topics of cognitive science/ psychology are discussed using a Problem Based Learning format. The first part of the course deals with basic concepts in cognitive science, the second part applies them to major topics in psychology. The topics studied in the course are amongst others: The history of the study of the human mind as information processing machine, computation, representation, top down and bottom up processing, semantic networks and spreading of activation, imagination, attention, language, emotion etc.

**Intended Learning Outcomes**
- To give students an overview of the study of the human mind as an information processing machine over time and to provide insight into the foundations of cognitive science.
- To make students familiar with the basic concepts used in theories on human information processing and the experimental designs used in cognitive psychology.
- To provide an insight into the character of cognitive processes; various forms of perception, learning, thinking, etc.

**Learning Resources**
- E-reader available on Student Portal.
- Several chapters from basic cognitive psychology textbooks (There is not one single basic book that covers all topics, hence the chapters of several books are available as an E-Reader or hardcopy at UCM's reading room and the UM library)

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
A final essay and an exam.

## *SSC2063 The Psychology of Individual Differences: Personality and Intelligence*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Social Sciences | No |

**Prerequisite**
SSC1005 Introduction to Psychology.

**Description of the course**

This course will provide you with knowledge of the most important scientific theories and empirical findings on personality and intelligence. You will learn why and when a person behaves differently than someone else and how personality impacts what will happen to us in our life. We will also discuss practical applications of theory and research findings and learn to apply measurement techniques for assessing individual differences.

You will learn about different theoretical conceptualizations and measurement approaches to personality and intelligence. Based on the purpose of the assessment, different methods may prove more or less valuable. You will also discover different explanations for why people differ in their personalities and their levels of intelligence. We will look at physiological, evolutionary-genetic as well as contextual explanations. Further, you will look closely at the relationship between personality, intelligence, and meaningful life events. What personality traits are essential for marital satisfaction and what characteristics make us become a criminal? But also – how does becoming a parent or getting a new job change our personality? Lastly, you will be introduced to real-life applications of knowledge on personality and intelligence. Specifically, we will discuss how this knowledge is used in clinical settings (e.g., when having patients with personality disorders) and in organizational settings (e.g., for personnel selection purposes).

Please be aware that this course needs a time investment from your side. You will need to find literature individually and actively construct knowledge. Just summarizing articles and learning those summaries by heart will not help you during this course. You need to be prepared to invest your time in finding articles, understanding them, and applying the understanding you gain to real-life scenarios. There will be no clear this-is-correct-and-this-is-wrong-approach in this course, as you will need to argue for your positions based on academic sources. If you are looking for a course that provides you with the readings and then everyone just reads out loud the same studydrive summaries during tutorials, then this course is not for you. If, on the other hand, you are eager to invest your time in your intellectual growth and are prepared to experience some moments of uncertainty to finally get a better understanding of the psychology behind individual differences, then this course is for you.

**Intended Learning Outcomes**

- Gain insight into the two key subdivisions in the study of human individual differences: personality and intelligence.

**Learning Resources**

- Larsen, R. J., Buss, D. M., Wismeijer, A., & Song, J. (2017). Personality Psychology: Domains of knowledge about human nature. Berkshire, UK: McGraw Hill Higher Education.

**Teaching and Learning Activities**
Tutorial group meetings.

**Assessment Methods**
Presentation (30%) and Take-home exam (70%).

## *SSC2064 Migration Studies: Flows and Concepts*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | No |

**Prerequisites**
None.

**Recommended**
SSC1025 Introduction to Political Science or SSC2002 International Relations: Themes and Theories.

**Description of the course**
This course will examine the following concepts in contemporary migration studies: forced migration and refugees; irregular and transit migration; integration and transnationalism; and return migration and reintegration. The course will introduce students to both the complexities and challenges of migration and the potential positive effects of migration. Throughout the course, multiple case studies will be examined to highlight different migrant concepts and flows.

**Intended Learning Outcomes**
- To provide students with a basic overview of migration flows and concepts.
- To give insight into the complexity of human movement.
- To acquaint students with different cases and examples of the various global migration flows.

**Learning Resources**
We will consult several journal articles in the reference list.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Participation, a mid-term assessment and a final assignment.

## *SSC2065 Theories of Social Order*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisite**
SSC1029 Sociological Perspectives or SSC2028 Classical Sociology/Classical Social Theory or SCI2043 Theory Construction and Modelling Techniques;

**Description of the course**
I the past decade, societal order seemed to be under attack in many Western countries. Activists from the right and the left challenged existing orders and increased societal strife. Political polarisation has eroded social cohesion and pitted people against one another. And then, the covid-19 pandemic struck.

BLM, #MeToo, alt-right movements, mass shootings, popular uprisings, police violence, fierce debates about climate change and gender equality and LGBTQ-rights and rising inequalities: they all relate to social order in one way or another. In tempestuous times, questions about social order become important. What makes society work? What unites us? What divides us? In "Theories of Social Order", we use a sociological perspective to study the different types of glue that hold societies together. For sociologists, the root of the problem of social order lies in the sometimes conflicting interests of individuals and those of groups (and societies. Whenever individual interest conflicts with group interest, social order is at risk. A solution to the problem requires the reconciliation of individual and collective interests, but how to do that is not a given. Theorists have provided several answers to this vexing question.

We consider five mechanisms that produce social order: individuals, hierarchies, markets, groups and networks. Foundational texts by classic sociologists are combined with contemporary extensions and empirical applications on contemporary problems of social order, i.e. (1) political polarisation in the US and Europe, and (2) the corona pandemic. The editorial introductions by Hechter & Horne provide the background for each of these texts and link them to the central problem. The strengths and weaknesses of the various theories are discussed, by relating them to contemporary events whenever feasible. We also explore how to test theories against evidence. In this way, students will improve their understanding of the social world and will learn to apply the analytical tools to real-life phenomena.

**Intended Learning Outcomes**
- To introduce students to the way classical and modern sociologists theorize about society and in particular, to introduce students to a core theoretical issue in the social sciences: the problem of social order.
- To develop skills in identifying and analyzing theoretical arguments.
- To understand how sociologists use different types of evidence to understand society.
- To apply abstract theories to new concrete empirical situations.

**Learning Resources**
- Hechter, M. & Horne, C. (2009). *Theories of social order. A reader*. 2nd edition**.** Stanford University Press.
- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Grading will be based on participation during the tutorials, an individual paper on a problem of social order and a pitch of the individual paper in an oral presentation session.

## *SSC2070 Social Studies of Finance: The Making (and Taking) of Value in the Financialization of Our Lives*

| Semester | Period | ECTS | Concentrations | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences & Humanities | No |

**Prerequisite**
Either one of the following courses: SSC1007 Law and Legal Reasoning, SSC1025 Introduction to Political Science, SSC1027 Principles of Economics, SSC1029 Sociological Perspectives, HUM2046 Living in a Technological Culture: Introduction to Science and Technology Studies.

**Description of the course**
What is financial value, and what is the value of finance? In this course we will evaluate the global reach and local impacts of our current financial system, including the financialization of more and more aspects of our everyday lives like housing, education, work, medical care, retirement, and even art. From a variety of perspectives, we will learn about the histories, practices and theories behind the crises-struck but seemingly inevitable rise of finance into the 21st century.

The way we know about money and finance today is changing. In fact, a global economic crisis has become a crisis of orthodox Economics. But, what exactly *is* a crisis, and who decides? In November 2008, only weeks after the Lehman Brothers bankruptcy, Queen Elizabeth inaugurated a new building at the London School of Economics. Referring to "the financial crisis", she asked the professors: "Why did nobody notice it?" In a written reply, the scholars explained that the reason "was principally a failure of the collective imagination of many bright people, both in this country and internationally, to understand the risks to the system as a whole." This course introduces attempts to re-imagine our knowledge of money and finance by many "other" bright people, among which anthropologists, sociologists, psychologists, historians, philosophers, artists, and even some economists. We will discuss contested notions of public and private ownership, debt and investment, speculation, risk and uncertainty, as well as regulation and taxation. Instead of dealing with business cases, the course explores different fields of finance ethnographically, providing glimpses of the worlds of central banking, corporate- and shadow banking, private wealth management, and new digital financial technologies also known as "fintech". Based on these examples, we will consider the meanings of financial vocabularies (e.g. those of collateral and leverage), as well as the legal codes of financial derivates (such as credit default swaps). We will analyze capitalist ethics of growth and financial profitability, as well as the ideals and rhetoric of trust and transparency that often clash with opaque realities of corruption and fraud. Projecting the dominant temporalities and politics of finance against an urgent backdrop of global humanitarian and ecological crises, we will learn that price is not to be equated with value(s). But how do the values of finance affect us today, and what are the prices we are willing to pay for the failures of its imagined futures?

**Intended Learning Outcomes**
- To introduce histories and theories of money and finance
- To critically analyze practices of finance and financialization
- To relate social studies of finance to current issues
- To learn how to write a review article

**Literature**
- Mader, P., Mertens, D, and N. van der Zwan (2019). The Routledge International Handbook of Financialization. Routledge, London
- Academic articles and book chapters
- Legal instruments and policy documents

**Instructional format**
Lectures, workshops, and tutorial group meetings.

**Examination**
A review writing assignment about a topic of choice and a final presentation.

## *SSC2071 Latin America: History, Politics and Cultures*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences & Humanities | No |

**Prerequisite**
None.

**Recommended**
COR1003 Contemporary World History.

**Description of the course**
What we call America is a continent that Europe only came to know existed a little more than 500 years ago. The idea of a "Latin" America is even more recent. This course expects to offer students different perspectives to think about Latin American societies and provide students with an overview of key Latin American social issues and theories.
We will begin by reflecting on "the idea of Latin America" from the standpoint of decolonial theory. We will look at the societies that inhabited the continent before the arrival of Europeans and learn about the history of conquest and colonization. The look at Latin American history will also focus on the process of organizing the newly independent states during the XIX century and the challenges associated with building a national identity. The tasks will then focus on more recent events such as the military regimes and state violence of the second half of the XX century, the struggles for constructing a public memory, the problem of narcotraffic, the US-Latin American relations, and the presence and struggles of migrant Latin American people. The course will finish with tasks around the topics of Gender, Race, and Ethnicity, finalizing with a discussion of what alternatives to mainstream development paradigms Latin America has to offer. Transversal topics will be social inequality, marginalized groups' social struggles, and the alternative politics of women, blacks, and indigenous social movements.

**Intended Learning Outcomes**
At the end of this course, students should:

- Be familiarized with events and debates about the history, politics, and cultures of Latin America and explain the continuities and breaks with colonial times.
- Identify and critically reflect on some of the most pressing social issues faced by Latin American societies and how they differentially affect specific groups.
- Explain and reflect on Latin America's relations with other regions of the world.
- Apply Latin American theoretical perspectives to deconstruct essentialized or stereotypical images of the region.
- Explain and reflect on a topic of your choice related to Latin America, demonstrating an in-depth understanding.

**Learning Resources**

- Selected articles and book chapters.

**Teaching and Learning Activities**
Tutorial group meetings, student presentations and lectures.

**Assessment Methods**
Group presentation (40%), final exam (60%), attendance and participation.

## *SSC2072 Less is More? An Introduction to Degrowth*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Social Sciences & Humanities | Yes |

**Prerequisite**
This is a 2000level course. Students should have followed one of the following 4 courses: SCI1016 Sustainable Development, SSC1025 Introduction to Political Science, SSC1027 Fundamentals of Economic Principles, COR1004 Political philosophy.

**Description of the course**
Degrowth is an emerging paradigm in economics and political science countering the "green" growth paradigm as a mainstream strategy for sustainability transitions. The "green" growth paradigm centres on the absolute decoupling of Gross Domestic Product growth from environmental impacts such as greenhouse gases emissions. Degrowth proponents argue that decoupling is impossible at scale, especially considering the urgency of the climate crisis, which requires a rapid phaseout of fossil fuels and reduction of emissions. They argue that developed economies should abandon the stimulation of GDP growth as the main goal of their economic policies (a certain amount of economic growth is still required in developing countries). Wealthy countries should instead scale down "destructive and unnecessary forms of production to reduce energy and material use, and focus economic activities around securing human needs and well-being". Degrowth can therefore be seen as a "purposeful strategy to stabilize economies and achieve social and ecological goals, unlike [economic] recession which is chaotic and destabilizing" (Hickel et al., 2023)[1].

In this course, students will critically explore the scientific base of the degrowth paradigm. Is "green" growth indeed impossible, and how would we know? How is growth tied to global production-consumption systems and their destructive impacts? How does the economic growth paradigm influence not only countries and organisations but also individuals who strive for performance maximization and more productive and marketable uses of their time? Through the lens of three different academic perspectives, students will also explore and discuss what "de-growing" economic systems, policies and individual behaviours could look like:

- Economics: What is the impact of production-consumption systems on planetary boundaries?
- Political science: what is the role of economic growth in liberal democracies? To what extent are degrowth policies feasible? Can degrowth have a decolonial component and benefit the Global South?
- Daily life: How does the economic growth paradigm impact daily lives, e.g. work and consumption? And what would be needed for a "degrowth mindset"?

**Intended Learning Outcomes**

- Students understand the concepts of planetary boundaries and a safe operating space for humanity, and analyse how anthropogenic activities influence earth-systems, leading to fundamental changes in the environment.
- Students critically evaluate, compare and question (1) the mainstream paradigm of sustainability transition through "green" growth, and (2) the alternative paradigm of degrowth.
- Students apply and critically evaluate the principles of degrowth to (real-life/ hypothetical) cases where degrowth principles are implemented, considering the potential impact on societal well-being, environmental sustainability, and economic dynamics.
- Students critically evaluate degrowth pathways using economic, political and behavioural perspectives.

**Learning Resources**
During the tutorials, the students will work on a variety of papers drawn from the ecological economics and political sciences literature, such as:

- Kallis, G., Hickel, J., O'Neill, D. W., Jackson, T., Victor, P. A., Raworth, K., Schor, J. B., Steinberger, J. K., & Ürge-Vorsatz, D. (2025). Post-growth: The science of wellbeing within planetary boundaries. The Lancet Planetary Health, 9(1), e62–e78. https://doi.org/10.1016/S2542-5196(24)00310-3
- Gerold, S., Hoffmann, M., & Aigner, E. (2023). Towards a critical understanding of work in ecological economics: A postwork perspective. Ecological Economics, 212, 107935. https://doi.org/10.1016/j.ecolecon.2023.107935
- Nirmal, P., & Rocheleau, D. (2019). Decolonizing degrowth in the post-development convergence: Questions, experiences, and proposals from two Indigenous territories. Environment and Planning E: Nature and Space, 2(3), 465–492. https://doi.org/10.1177/2514848618819478

[1] Hickel, J., Kallis, G., Jackson, T., O'Neill, D. W., Schor, J. B., Steinberger, J. K., Victor, P. A., & Ürge-Vorsatz, D. (2022). Degrowth can work—Here's how science can help. Nature, 612(7940), 400–403.

- Pichler, M., Brand, U., & Görg, C. (2020). The double materiality of democracy in capitalist societies: Challenges for social-ecological transformations. Environmental Politics, 29(2), 193–213. https://doi.org/10.1080/09644016.2018.1547260
- Samerksi, S. (2018). Tools for degrowth? Ivan Illich's critique of technology revisited. Journal of Cleaner Production, 197, 1637–1646. https://doi.org/10.1016/j.jclepro.2016.10.039


**Teaching and Learning Activities**

Tutorial meetings, complemented by three lectures.

**Assessment Methods**

- Podcast (by a team of two students) on a course-related topic pre-approved by the teaching team
- Weekly diary (individual); every week, students pick a news story and relate it to the course contents

## *SSC3002 European Foreign Policy*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | Yes |

**Prerequisites**
SSC1025 Introduction to Political Science or SSC2002 International Relations: Themes and Theories, and SSC3030 The Law of European Institutions or SSC1009 Introduction to European Integration or SSC2011 European Integration; History and Theory.

**Description of the course**

The course is divided into three sections. The first section will start with a focus on the importance of European Foreign Policy for foreign policy analysis. It will also consider what theories in International Relations can help explain the conduct of European Foreign Policy. This section will then move on to consider the institutional framework of the EU's foreign policy, the role of the Member States in the formation of policy and then finally consider in more detail the main external relations policies themselves . The main policy areas include Common Defense Policy, Common Security Policy, Economic and Trade Policy and Enlargement Policy.

The second section deals with the important regions and particular states that the European Union has established strong foreign policy relationships. These important regions and states include the United States, Russia, the Developing world and Emerging Economies, in particular China. The third section ends with a consideration of the EU's future role as a global player.

**Intended Learning Outcomes**

- To understand the history and the complexity of European Foreign Policy.
- To understand the political-institutional process in which EU Foreign Policy is made.
- To grasp the content of European Foreign Policy.
- To understand relations with important regions and particular states that the European Union has established strong foreign policy relationships.

**Learning Resources**

- Stephan Keukeleire and Tom Delreux. 2022. *Foreign Policy of the European Union*. Third Edition. Bloomsbury Publishing. ISBN: 9781350930483.
- E-readers.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
A final in-class exam (consisting of multiple choice questions, true and false questions and essay questions), and a 3,000 word esearch paper.

## *SSC3003 The Law of the United Nations*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisites**
SSC1007 Introduction to Law and Legal Reasoning; SSC2024 International Law.

**Description of the course**
Central to this course is the participation in simulations concerning an ongoing international dispute. Students will receive a fictional case and will be required to act on behalf of states as the facts develop. On behalf of their states, students will seek to achieve a peaceful resolution to the dispute by engaging with the primary legal organs of the UN. This course builds upon the skills and knowledge acquired by students in the two prerequisite courses. Students will work extensively with the core legal materials of the UN within the context of its different organs. Emphasis is placed on the actual functioning of these bodies in the context of the resolution of international disputes.

After learning about the history, structure, and legal nature of the UN, students will study in detail three of the UN's principal organs: the Security Council, the General Assembly, and the International Court of Justice. The course covers the technical and procedural aspects of the UN, its role in dealing with contemporary disputes, and its broader impact on the international legal system.

**Intended Learning Outcomes**
In this course, students will learn about the legal framework and main organs of the United Nations (UN). Through lectures, traditional PBL-focused tutorials, and simulations, students will acquire detailed knowledge of how the principal legal organs of the UN – the General Assembly, the Security Council, and the International Court of Justice – work in practice. Students will learn about the centrality of the UN in the international legal system, explore its interaction with other international institutions, and consider scope for its reform.

**Learning Resources**
There is no required textbook and readings are – whenever possible – made available electronically.

**Teaching and Learning Activities**
Tutorial group meetings (including simulations). These are supported by (guest) lectures.

**Assessment Methods**
Written submissions; participation and performance in simulations.

## *SSC3004 Innovation and Transformative Technologies: The Case of AI – Shaping Industries, Economies, and Societies*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Social Sciences | No |

**Prerequisite**
SCI2036 Artificial Intelligence, OR SCI1005 The Digital Enterprise, OR HUM2046 Science and Technology Studies 1: Living in a Technological Culture , OR SSC1027 Principles of Economics.

**Description of the course**
Innovations and emerging technologies, particularly Artificial Intelligence (AI), are profoundly reshaping industries and society. AI is transforming key sectors such as manufacturing, agriculture, healthcare, finance, energy, and education, among others. The impact of AI is extensive and complex. While automating repetitive tasks may lead to job displacement, AI simultaneously creates new opportunities, driving innovation and economic growth. Additionally, AI contributes to environmental sustainability by optimizing energy use, predicting climate patterns, and improving waste management. Despite its transformative potential, AI presents complex challenges that must be addressed responsibly. Its reliance on sophisticated algorithms can reinforce biases and spread misinformation, and enable deepfakes, posing risks to public trust and security. Moreover, its heavy computational demands raise concerns about its environmental footprint, adding to the broader ethical and sustainability dilemmas. Therefore, it is important for us to understand both the opportunities and challenges associated with AI.
This interdisciplinary course provides a comprehensive exploration of innovation and emerging technologies, with a particular focus on AI. The course begins by examining the mechanisms of innovation and emerging technologies. Building on that foundation, we will explore AI's development, its applications across various industries, and the ethical considerations involved. The course addresses both the positive and negative impacts of AI, equipping students with a balanced perspective on its role in society. Additionally, practical skill-building sessions will teach students how to collect and analyse AI-related data from Web of Science and patent databases, providing valuable analytical tools for future research and innovation.

**Intended Learning Outcomes**
- Understand the key theories and mechanisms driving innovation, technological change, and the emergence of AI and other new technologies.
- Analyse the impact of AI on economic growth, industries, and job markets.
- Identify opportunities and threats related to AI.
- Develop research skills for extracting and analysing data on emerging technologies from academic and patent databases to support evidence-based analysis.
- Engage in discussions on the future of AI and other emerging technologies.
- Critically evaluate AI policies, ethical concerns, and governance frameworks.

**Teaching and Learning Activities**
Tutorial group meetings, lectures and group projects.

**Assessment Methods**
Students will be evaluated based on their tutorial performance, group projects and presentations.

## *SSC3006 The Social Study of Environmental Problems: Between Nature, Society, and Politics*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Social Sciences/Humanities | No |

**Prerequisite**
At least one 2000-level Social Science Course. OR HUM3049 Science, Power and the Construction of Facts/Science and Technology Studies 2: Science, Power and the Construction of Facts

**Recommended**
It is an advantage if you have passed one of the following courses: HUM3049 Science, Power and the Construction of Facts, SSC1029 Sociological Perspectives; SSC2028 Classical Sociology/Classical Social Theory, SSC3038 Contemporary Sociological Theory/Contemporary Social Theory, SSC3056 Innovation Systems, Policy and Sustainability Transitions; SKI1004 and SKI1005 Introduction to Research Methods I and II.

**Description of the course**

Environmental problems such as chemical pollution, global warming, acid rain or species loss are both material effects of the human interaction with nature and nexuses of social practice and political contestation. This course probes the entanglements of nature, society, and politics through which the environment is formed, experienced, problematized, interpreted, and contested, and governed in different socio-cultural contexts. It helps students to develop a critical perspective on the dominant patterns of industrial production and consumption, and to ask how our societies can be made more sustainable. The course draws on insights from environmental history, environmental sociology, science and technology studies, sustainability studies, and recent debates on the "Anthropocene".

Thereby, it seeks to complement the fact-oriented perspective of the natural sciences with a reflective understanding of the politics through which our knowledge (and non-knowledge) of the environment is formed. The course is structured in four sections. The first three each focus on one core domain of nature-society-politics: the risks of industrial production; biodiversity and land; global climate change. The final section reflects on how we can move from these insights towards a comprehensive understanding and transformative politics of the Anthropocene.

**Intended Learning Outcomes**

- To introduce students to central themes and concepts in the interdisciplinary social study of the environment.
- Enables students to engage in normative reflection and valuation of major socio-ecological challenges.

**Learning Resources**

- E-reader with academic articles and book chapters from environmental sociology, political science, science and technology studies, human geography.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Group presentation of a case study (with 2) (50%), take-home exam (mini essay) (50%).

## *SSC3008 Middle Eastern Politics*

| Semester | Period | ECTS | Core | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Social Sciences | No |

**Prerequisite**
SSC2002 International Relations: Themes and Theories

**Recommended**
COR1003 Contemporary World History

**Important note:** Basic knowledge about the Middle East and North Africa (especially the history and contemporary actors and issues) is required before taking the course. During the course, students will follow the regional news on daily basis

### Description of the course

Middle East is not only a geographical region or location. It is also a politicised and highly contested concept whose representation sometimes overshadows the actual reality. Middle East has always been a subject in political and academical debates thanks to its controversial history, its demography and its major actors; in economic debates due to its natural resources; in security debates due to the wars and conflicts that affect(ed) the whole global structure. It is infamous with some powerful, undemocratic and repressive political regimes, while at the same time hosting extremely vivid civil societies, record amount of bloggers and online youth activism. It has been an arena where great powers tried to extend their political, ideological and economic ambitions (even their own fights) and intervened almost regularly. For some, the Middle East is a common and generic name for those societies which share the same religion, language, history and culture. For more careful observers, it is an extremely diverse area where various groups speaking different languages and practicing distinct religions for centuries. For critical minds, the Middle East is not an objective and neutral space but a politically constructed concept which is re-produced through certain discourses, representations and practices.

In any ways, the Middle East has always been a birth or meeting place of complex combination of significant political, social, cultural, religious, ideational and economic actors, issues and movements. Our purpose in this course is to shed a light on this incredibly interesting and debated region and discuss its historical, economic, social and most importantly political 'realities'. This course will investigate the past and the present of the region. In the beginning, the course will introduce the concept of Middle East, not only as a geographical place but also a cultural, contextual, discursive and political concept. Then the course will cover the history of the region and its ongoing effect on the current developments. In this context, major events, ideas, issues, (external and internal) actors and political movements that have been shaping the Middle East will be introduced. In the remaining time, specific and contemporary issues such as interventions in the 21st century, Arab Spring, Syrian civil war and rising rivalries between regional powers will be discussed and critically analysed.

### Intended Learning Outcomes

- Students will remember, learn and understand several significant historical periods, issues, actors, ruptures, critical turning points and transformatory processes in the region.
- They will critically investigate and analyse how the Middle East was 'made', and discuss and compare its different representations.
- They will explore and interpret the impact of the historical processes, discourses and transformations on the contemporary economic, social, cultural and political landscape of the region by applying several academic models and theories.
- They will question and argue the effect of the local, regional and global power (relations) and rivalries in the Middle Eastern states and societies in the 'making, in the 'representation', and in the current state of the Middle East.
- They will execute what they learned by inking these historical and contemporary processes to the study of the Middle East today and applying them to the current events, conflicts, insecurities, actors and issues in the Middle East (also by exploring the role of bottom-up and top-down processes, discourses, subjectivities and identities; to bring sub-altern, hidden, silenced, invisible and irrelevant to the surface).
- Finally, students will investigate, design and formulate their own research topic and come up with ideas that they developed by using the course material and discussions.

### Learning Resources

- Students are expected to read the news preferably from the regional resources every day!
- Various books (available in our library)
- Selected articles and scholarly or educational texts
- Visual and online resources

### Teaching and Learning Activities

Tutorial group meetings and pre-recorded or live lectures.

### Assessment Methods

In the course, several assignmnets might  be introduced, ranging from class presentations to reflective journals, from oral or written examinations, analytical papers and to a simulation exercise. The format of the mid-term and final assignments will be dependent on the number of students and the UCM regulations. Class participation will be taken into account in the grading.

## *SSC3009 Public Economics*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | No |

**NB:** This course was formerly known as SSC2052 Public Economics.

**Prerequisite**
SSC2048 Intermediate Microeconomics, Basic Calculus (differentiation).

**Description of the course**
How can we effectively reduce pollution? Who should provide education and health care? Should we redesign the pension system, and if so, how?

Questions like these are at the core of the field of public economics. Public economics (or public finance) is the study of the role of government in the economy. It is all about the formulation, execution, and effects of government policy. The aim of the tutorials is to learn about how economists think about these challenges and incorporate them into economic models.

The government differs from other organizations because it can use legal instruments to enact policies. Though competitive markets often allocate resources well without any government intervention, there are two major reasons for the government to play a role.

- Market Failures. There are a variety of reasons markets may not be efficient. For example, firms may have market power, or buyers and sellers may not have access to the same information, or there may be costs and benefits to third parties that are not reflected in prices.
- Fairness. At their best, markets guarantee efficiency and voluntary participation, but they may still result in large inequalities.

The topics covered in this course include public goods, externalities, education, health care, pensions, redistribution, collective decision-making, and cost-benefit analysis. After the course, you should be able to critically assess political and economic discussions pertaining to the public sector.

**Intended Learning Outcomes**
- Understand how economists think about government intervention and public policy.
- Apply economic models to calculate and predict the effects of policy reforms.
- Analyze real-world policy challenges.

**Learning Resources**
- Gruber, Jonathan (2022). Public Finance and Public Policy. Seventh Edition. New York: Worth Publishers. ISBN: 978-1-319-28110-6.

**Teaching and Learning Activities**
There will be two weekly tutorial group meetings.

**Assessment Methods**
Participation in the tutorial group meetings, student presentations, and a final exam.

## *SSC3011 Public Policy Evaluation*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | No |

**Prerequisite**
At least two 2000-level Social Sciences courses.

**Description of the course**
This course provides students with a practical and 'hands-on' approach to the study of public policy and the professional practice of policy analysis and evaluation. Public policies can be described as "a course of government action or inaction in response to public problems" such as insufficient access to health care or education, environmental degradation, threats to workplace safety, corruption, overcrowded highways or air pollution (Kraft and Furlong 2010:5). Problems range from relatively simple to highly complex and manifest from the local to the national or global levels. They can reflect conflicts over causes, solutions, and problem definitions, as well as over fundamental human values. Decision-makers who make final decisions on these issues must be informed by sound, evidence-based policy analysis and evaluation that has carefully weighted, crafted, prescribed, and evaluated policy alternatives. This is important as the decisions taken do not only affect people's lives, but also influence society's core values. It is the task of the policy analyst/evaluator to provide sound evidence, analysis, and advice.

To acquaint students with and prepare them for such undertakings, this course is designed to foster critical thinking and understanding of public policy and possible alternative courses of action by deliberating and analyzing the key concepts, models, approaches, and methods of policy analysis and evaluation, and practising some of its basic skills.

In the first week of the course, students explore policy analysis and evaluation. The week sheds light on the role of power, politics, institutions and actors in the policy making process. In the second week, the art of problem framing and structuring is explored. In the third week, students will be introduced to working with evaluative criteria and choosing policy options to advise decision-makers on a pertinent societal issue. With the knowledge gained in these first three weeks, students will work in small groups to prepare and present 'hands-on' policy advice on a real-life country case. Finally, just before the midterm exam, students are introduced to two frequently used policy analysis and evaluation methods: cost-benefit and cost-effectiveness analysis. The midterm exam consists of two parts: an individually written policy memorandum on a given topic (part 1) and, based on that memorandum, a team role play (part 2 of the midterm). After the midterm, the focus shifts to exploring policy evaluation. Students will be introduced to plan, process and outcome evaluations using the realist or theory-based evaluation approach. They will work in small groups on another real-life case to carry out and present a plan and/or process evaluation themselves. Finally, ethical and accountability aspects of policy analysis and evaluation, as well as the role of the public in this process, are explored.

The course is built around tutorials , life lectures, and pre-recorded lectures given. . The tutorial sessions are built around practical cases, and students apply the policy literature to cases. Students study academic and policy literature and evaluate cases. This provides students with the main guidance for learning policy analysis and evaluation.

**Intended Learning Outcomes**

- To develop a critical analytical approach to public policy analysis and evalautionand public policy making.
- To provide students with a basic understanding of the key concepts, approaches, models and methods of public policy analysis and evaluation.
- To develop the basic skills needed to conduct public policy analysis and evaluation and effectively communicate the results.
- To provide students with an understanding of the roles and ethics of the policy analyst/evaluator in the policy process.

**Learning Resources**
The course combines book chapters from state-of-the-art textbooks on policy analysis with articles from academic journals and real-life case study material from practice, next to YouTube videos and short documentaries.

**Teaching and Learning Activities**
Tutorial group meetings and team presentations in which gained knowledge need to be put into practice by working on real-life cases, role play and interactive lectures.

**Assessment Methods**
The final grade will be based on the policy memorandum, a role-play team briefing exercise, and a final policy paper.

## *SSC3012 War in World Politics*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | Yes |

**Prerequisites**
SSC2002 International Relations: Themes and Theories or SSC1025 Introduction to Political Science and at least one more 2000-level Social Sciences course.

**Description of the course**
Why do nations and states go to war? This course will endeavor to give some answers to this question. The course is divided into three sections that mirror the above objectives. The first section will focus on the different types of conflict. In this section, the ethics of war will also be discussed: do "Just Wars" exist? Section two will concentrate on the causes of conflict. It will reflect upon a variety of sources that emerge from such domains as the global system, the states themselves and/or individuals. Part three will examine as case studies a number of modern conflicts, such as World War I, World War II, the Korean War, the Vietnam War, the breakup of Yugoslavia, the War between India and Pakistan, the Arab- Israeli conflict and Saddam Hussein's Wars against Iran and Kuwait.

**Intended Learning Outcomes**
- To understand international conflict.
- To examine different types of conflict and their various causes in the world.
- To examine as case studies different conflicts throughout history.

**Learning Resources**
- Levy, J. S. and W. R. Thompson. (2011). *Causes of War*. Wiley-Blackwell.
- Stoessinger, J. G. (2011). *Why Nations Go to War.* 11th Edition.* Thomson, Wadsworth. *Other editions acceptable.
- E-readers.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
A final in-class exam (consisting of multiple choice questions, true and false questions and essay questions), and a 3,000 word research paper.

## *SSC3013 Social Movements*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | No |

**Prerequisite**
Students must have completed the full cycle of Introduction to Research Methods I and II (SKI1004 + SKI1005) as this course requires working knowledge of social scientific methodology. In addition, students must have taken TWO or more of the following courses: SSC1029 Sociological Perspectives, SSC1003/SSC2065 Theories of Social Order, SSC1025 Introduction to Political Science, SSC2028 Classical Social Theory, SSC2029 Political Sociology.

**Description of the course**
This upper-level course is rooted in the sociological study of social movements. In the first two weeks, an overview of the field will be provided by identifying key concepts, theories and methods through examination of a variety of case studies. Subsequently, students will go more in-depth to undertake research projects that explore social movement dynamics. Salient themes addressed will include: democratization, protest, communication technologies, emotion, collective identity, governance, and globalization. Different kinds of social movements will be explored, including civil rights, environmentalism, feminism and indigenous rights. While much attention will be placed on social movements within Europe and North America, a global-comparative perspective will be periodically emphasized. The over-arching goal of the course will be to reveal the ways in which social movements work to both produce and resist social change. Some of the main questions addressed in the course will be: What is a social movement? Why do people join social movements? How do movements gain/lose momentum? What is the relationship between social movements and democracy? And, under what conditions do social movements 'succeed'? Students should realize that this is a work intensive course with a very strong emphasis placed on in-class participation and engagement.

**Intended Learning Outcomes**
- To become conversant in the major questions driving social movement research.
- To become conversant in the key theories and concepts driving social movement research.
- To become conversant in the primary methods driving social movement research.
- To evaluate and assess social movement research in a critical and constructive manner.
- To design a case study and initiate an original empirical study of social movements.
- To reflect on the relevance and utility of studying social movements.

**Learning Resources**
- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings.

**Assessment Methods**
One short exam, two panel presentations, participation and one final essay.

## *SSC3017 Social and Sustainable Entrepreneurship*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | No |

**Assumed Knowledge**
SSC1030 Introduction to Business Administration OR SCI1016 Sustainable Development

**Description of the course**

Interest in the concept of social and sustainable entrepreneurship has been sparked over the last two decades due to increasing complexity of societal and environmental problems. An explicit and central social/sustainable mission, innovation, creativity and a strong market orientation are the distinguishing features of social and sustainable entrepreneurship. Social and sustainable entrepreneurs are committed to furthering a social and/or sustainable mission, and rank social, environmental or cultural impact above, profit. At the intersection of business, government and not-for-profit organisations, these social and sustainable entrepreneurs are now visible and having an impact on a global scale.

This course will provide you the opportunity to learn how you can apply your knowledge and skills to address complex sustainability problems. This course is structured around experiential problem-based learning, providing you the opportunity to synthesise theory and practice as you develop an idea for your own social/sustainable enterprises. Topics will include: critically reviewing concepts; user centred-design of social and sustainable enterprises; frameworks for understanding and strategizing; understanding and reporting social and environmental impact; and cross-sector collaboration.

**Intended Learning Outcomes**

- On the successful completion of this course you should be able to:
- Critically reflect on social and sustainable entrepreneurship theory and practice
- Identify and evaluate social and sustainable entrepreneurship opportunities
- Develop a strategy for a social/ sustainable enterprise
- Conduct primary research and analyse primary and secondary data in the field of social and sustainable entrepreneurship
- Prepare and present documentation to pitch a novel enterprise idea
- Learn to cope with the chaos and complexity of doing social and sustainable entrepreneurship in the real world.

**Learning Resources**

- eReader with papers & Harvard Business cases (You need to pay for your cases, approx. €15).

**Teaching and Learning Activities**

This course utilizes experiential problem based learning as a core teaching and assessment approach. This approach involves you creating an idea for social and/or sustainable enterprise to solve a current problem. Throughout the course you will work with a team of students to develop a social/sustainable enterprise idea that will create positive societal impact. You will work collaboratively with your teammates to develop a pitch based on primary and secondary research. In experiential problem based learning, the problems faced by you as entrepreneurs drive the learning experience. These real life problems will guide your reading, research and interviews throughout the course.

The class involves a mix of lectures, workshops, tutorials and facilitated case discussion sessions. In the lectures and workshops you will apply practical entrepreneurial tools to developing your social/sustainable enterprise idea. In the tutorials and facilitated case discussion sessions you will explore the cases and the academic literature. In the facilitated case discussion sessions you will explore how the scholarly and practical insights can be used to inform your own entrepreneurial practices.

**Assessment Methods**

Your evaluation will be based on your participation, a facilitation, an individual idea pitch, and a final group pitch including a portfolio of your social/sustainable enterprise project.

## *SSC3018 Statistics II*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisites**
SSC2061 Statistics I.

**Description of the course**
In Statistics II, we continue our quantitative journey to realms of even greater adventure. Statistics I has shown you that statistics need not be intimidating; that many can master it – and enjoy doing so. With the foundations of inferential statistics under your belt (confidence intervals, p-values and the like), as well as an arsenal of different tests, things are about to get bigger and better. This course will prepare you to tackle even more questions in social and life sciences that call for quantitative answers. The key distinction – which is far more exciting than it sounds at first – is that the time has come for 'models with more variables'.
After refreshing t-tests (independent and paired) and linear regression, we shall discuss one-way ANOVA. After that, the course will shift its focus back to regression analysis. We will expand it with dummy variables (for comparing groups) and then to multiple regression (with more than one predictor). You will learn to account for interaction effects and correct for confounding variables – a crucial asset in today's quantitative society. The last part of the course will finish your training in highly flexible coding schemes, and introduce you to repeated measures ANOVA (RANOVA for short), which remains a staple in research in the social sciences. But don't mistake all these technical terms for a series of bone-dry discussions. Statistics deserves to be colourful and exciting, so prepare yourself for a course full of relatable and relevant stories. If Statistics I did not yet make you fall in love with a field you never knew you liked, our mission is to finally steal your heart away this time.

Just like before, learning statistics is all about interacting with it. Throughout the six course modules, you will solve a myriad of assignments that will help you grow – and trust – your quantitative intuition. You will learn how you can make statistical software do your bidding, and apply your understanding of mathematical models to make sense of the world around you… more than ever. Who wouldn't want to take part in that? Now is your chance – again. We hope to see you back in class!

**Intended Learning Outcomes**
- To expand the quantitative mindset you developed in SSC2061 Statistics I.
- To further develop the abilities to think critically about data, as well as scientific articles that are grounded in quantitative techniques – with a special focus on multivariate analysis.
- To gain experience in actively performing quantitative analyses yourself, making use of (more advanced features of) JASP.

**Learning Resources**
- Penders, Vince (2019). *Pirates, Peaches and P-values: Parrrt 1.* Maastricht: Mosae Verbo.
- Penders, Vince (2019). *Pirates, Peaches and P-values: Parrrt 2.* Maastricht: Mosae Verbo.

**Teaching and Learning Activities**
Besides a weekly lecture, there are two weekly tutorial sessions. In these meetings, we will be working on studies that require the use of statistical techniques. One tutorial per week will involve the use of computer software (mostly JASP, a highly intuitive open-source program) to speed up the busywork of calculations, so as to focus on making sense of the results.

**Assessment Methods**
A take-home assignment midway through the course, and a closed-questions exam at the end.
The take-home assignment will require you to do a statistical analysis on your own and answer open questions about it. This midterm is designed to train you for individual projects and assesses your ability to use statistics in a practical research context.
The closed-questions exam will assess your understanding of statistics at a more fundamental level. The exam is open book, meaning that you can bring your own materials (literature, written notes, et cetera).

## *SSC3019 Human Reasoning and Complex Cognition*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences & Sciences | No |

**Prerequisites**
SSC1005 Introduction to Psychology or SCI2036 Artificial Intelligence and at least two 2000-level courses.

**Recommended**
SSC2062 Foundations of Cogitive Psychology.

**Description of the course**
The central topic of this course is human thought. We will explore the psychological science of four key complex cognitive processes: reasoning, decision-making, (moral) judgment, and (creative) problem-solving. Reasoning is all about drawing conclusions—connecting ideas with logic and figuring out why we believe what we believe. Judgment helps us weigh possibilities, assess risks, and form opinions about what should be. Decision-making is where thought meets action: given multiple options, which path do we take? Problem-solving is where creativity kicks in—finding smart, original solutions by blending reasoning, judgment, and decision-making. Through seven engaging PBL problems and two skill-focused intermezzi (one sharpening your logic skills and another tackling AI-powered critical thinking and learning), you'll explore the psychology of human reasoning from both theoretical and hands-on perspectives.
By the end, you will not only grasp the science of thinking but also have put your own cognitive, critical and creative abilities to the test.

**Intended Learning Outcomes**
- To help students acquire knowledge of recent (psychological) theories in the field of reasoning, decision making, problem solving, and (moral) judgement.
- To provide an insight into the role higher cognitive processes have in directing human behaviour.
- To play with Generative AI as a learning and thinking tool.
- To create a measure of creative thinking (group work).

**Learning Resources**
- Generative AI, journal articles, book chapters, webpages, videos

**Teaching and Learning Activities**
Tutorial group meetings, practical meetings and lectures.

**Assessment Methods**
Assesment is based on a written exam, a video and a test manual.

## *SSC3023 Philosophy of Mind*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences & Humanities | No |

**Prerequisites**
SSC1005 Introduction to Psychology or HUM1007 Introduction to Philosophy and at least one 2000-level course from Humanities, Social Sciences or Sciences.

**Recommended**
COR1002 Philosophy of Science.

**Description of the course**
The mind-body problem is a legacy from the scientific revolution, which started in the 16th century and reached its culmination point with Newtonian physics. Starting with Galileo's and Descartes' formulation of this problem, we will discuss different philosophical positions in a more in-depth fashion. In the behavioral- and neurosciences these problems transform into questions about consciousness, conscious experience, and conscious perception. Those topics disappeared from science with the rise of behaviorism in the early twentieth century. But now they are back in the behavioral- and neurosciences again. Only over the past few decades consciousness has reappeared in cognitive science and neuropsychology.

We will start this course with some philosophy, then we will scrutinize modern day sciences, especially cognitive science and neuroscience for ideas on mind and consciousness. At the end of the course we will go back to philosophy and we will ask ourselves whether all this empirical knowledge from psychology and neuroscience has brought us further in unraveling the brain-consciousness- (or mind-body) problem.

**Intended Learning Outcomes**
- To acquaint students with current ideas, philosophical arguments and empirical evidence on the nature of mind and the relationship between mind and body. We focus on modern cognitive and neuropsychological theories in the area of consciousness. Philosophical reflection on the caveats and problems associated with the notion of consciousness will be stimulated.

**Suggested Learning Resources**
- Kim, Jaegwon: Philosophy of Mind, 2011
- Dehaene, Stanislas: Consciousness and the Brain, New York, 2014
- Massimini, Marcello & Tononi, Giulio: Sizing Up Consciousness, Oxford, 2018
- Internet videos

**Learning Resources**
- E-reader.
- Introduction Course Manual
- Internet videos

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Written exam and a paper.

## *SSC3030 The Law of the European Institutions*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Social Sciences | No |

**Prerequisites**
SSC1007 Introduction to Law and Legal Reasoning and at least one of the following courses: SSC2060 Comparative Constitutional Law (SSC2012 Comparative Government) or SSC2024 International Law.

**Description of the course**
This course focuses on the institutions of the European Union. At the same time, this course provides an opportunity for students to be exposed to legal thinking. Law is central to the process of European integration, and it plays a greater role in European affairs than it does at national or international level. It is accordingly essential for students to become familiar with the ways of legal thought and legal reasoning, if they want to understand fully the European integration process, and European matters more generally.

**Intended Learning Outcomes**
At the end of the course, students should have acquired adequate knowledge, practical skills and a critical understanding with respect to the following:

- The role and significance of law in the European integration process.
- The legal foundations of the European Union (EU) (as set out in the Treaties).
- The institutions of the EU, their historical evolution and the horizontal relationship between them (as reflected in decision-making procedures).
- The vertical relationship between the EU and the Member States (including the principles of supremacy, legality, subsidiarity, proportionality and loyalty).
- The implementation and enforcement mechanisms of EU law (infringement proceedings, enforcement through national courts, review of EU action).
- The position of the individual as a holder of fundamental rights and a citizen of the Union.

In addition, throughout the course the students should have become familiar with legal thinking and legal reasoning, and should in particular be able to:

- Find legal instruments in paper or electronic format.
- Keep abreast of legal developments.
- Read a legal document and extract the relevant information from it.
- Construct a legal argument on a basic issue of EU law.
- Use EU law to give an opinion on a legal problem.

**Learning Resources**

- A copy of the EU Treaty and of the Treaty on the Functioning of the EU. These can be downloaded from http://eur-lex.europa.eu/collection/eu-law/treaties.html or they can be found in Foster (ed.), Blackstone's EU Treaties and Legislation (last edition).

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Written assignments and a final written exam of case studies and essay questions. One of the written assignments will count as one exam question.

## *SSC3032 Atrocity Triangle: A course on the Causes of Gross Human Rights Violations and their Aftermath*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Social Sciences | No |

**Prerequisites**
Two 2000-level courses in the Social Sciences or Humanities.

**Description of the course**
The Atrocity Triangle course explores the causes of gross human rights violations (f.i. genocide, crimes against humanity and war crimes) and the ability of societies to address such violence, with the goal of rectifying injustices and preventing future atrocities. Gross human rights violations often involve widespread societal participation, prompting an investigation into why many individuals engage in and support policies that lead to the continued mass victimization of others. People are generally not prone to commit violence, which means that we investigate the conditions under which the inhibitions against violence are neutralized and the prolonged perpetration of violence is facilitated. Throughout the course, we unravel a complex process, involving explanatory factors on the macro (society), meso (institutions/organizations), and micro (individual actors) level and the dynamics between those. To understand how processes of perpetration develop, it is furthermore required to look beyond the perpetrators as leading figures, take into account the important roles of bystanders and victims, and explore how the complex interaction between all these actors affects processes of perpetration. The course delves into the policy implications derived from our comprehension of the causes and effects of gross human rights violations, as well as the involvement of various actors. Specifically, we explore how transitional justice mechanisms can address such past violence and we critically evaluate their efficacy in redressing injustices, promoting reconciliation, and preventing future violations. The course reflects on the implications of these findings for field of transitional justice.

Given the nature of the subject matter, it is important to note that study materials such as literature and documentaries may contain graphic depictions of violence and suffering.

**Intended Learning Outcomes**
The course aims to achieve the following:

- To gain a critical understanding of how to approach the study of complex cases of violence and to be able to analyze such cases independently;
- Moreover, to view the world through the eyes of the perpetrators as well as the victims and the bystanders by focusing on their roles in the occurrence of gross human rights violations and the process of transitional justice.
- To gain an understanding of gross human rights violations by examining their causes on individual (micro), institutional (meso), national and international (macro) levels using an approach that integrates relevant insights from different academic disciplines;
- To gain an understanding of different approaches and instruments for transitional justice and how to deal with gross human rights violations by critically examining different approaches to post-conflict justice (retributive, restorative and transformative approaches) and the accompanying mechanisms such as, international and regional criminal courts and tribunals, apologies, education, truth commissions, impunity, amnesties, lustration and vetting, etc.

**Learning Resources**

- The core readings for the course will be collected from The Oxford Handbook on Atrocity Crimes (2022), The Multi- and Interdisciplinary Textbook on International Crimes and Other Gross human Rights Violations (2011), The Oxford Handbook of Transitional Justice (forthcoming) and Facing the Past: Amending Historical Injustices through Instruments of Transitional Justice (2016). All books will be available as e-books for online consultation.
- In addition, an E-reader will be compiled with additional relevant materials that were not included in the handbooks above.

**Teaching and Learning Activities**
Tutorial group meetings, lectures and (online) screening of documentaries.

**Assessment Methods**
The course has two assessments consisting of a mid-term group poster presentation and debate, and an individual end-term case study paper.

## *SSC3033 Economic Psychology*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Social Sciences | No |

**Prerequisites**
SSC2061 Statistics I and SSC1027 Principles of Economics.

**Recommended**
SSC2048 Intermediate Microeconomics.

**Description of the course**
Increasingly, economists are discovering psychology as a means to enrich their models of economic behaviour and well-being. The importance of this is illustrated by the fact that the Nobel prize winner in economics in 2002 was the distinguished psychologist Daniel Kahneman. He characterizes his research as a quest for the 'logic of the irrational'. Adam Smith already recognized that economic behaviour, just like other behaviour, is motivated by an intriguing blend of 'rational' considerations and 'irrational' sentiments. The great challenge is to investigate the implications of the latter motives for economics.

This course aims at giving an intensive introduction into this field. The first part of the course provides an overview of the psychology of judgment and decision making. Basic principles of rational decision-making are compared with actual behaviour.The second part of the course deals with applications of how psychological mechanisms influence economic decision-making in the field and their relevance for law and public policy. Students should realize that this course is not easy and that its material also includes some mathematical derivations.

**Intended Learning Outcomes**
- To familiarize students with basic concepts, theories and insights of the economic psychology of judgment and decision-making.

**Learning Resources**
- Articles and chapters from books.

**Teaching and Learning Activities**
Tutorial group meetings with presentations by students and two survey lectures.

**Assessment Methods**
The final grade will be based on a final written exam with open-ended questions, presentation(s) and participation. Each student gives one or two presentations on one/two of the subjects.

## *SSC3034 International Economic Relations: the Case of Europe*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Science | No |

**Prerequisite**
SSC1027 Principles of Economics, SSC2007 Intermediate Macroeconomics.

**Recommended**
SSC2048 Intermediate Microeconomics.

**Description of the course**
In this course we investigate international economic relations, with a particular focus on the European Union (EU) and the euro area (EA). We discuss channels through which nations are economically connected. This involves analyzing the dynamics of international markets for products and services, labor and finance and the importance of the underlying institutional designs. We study the underlying economic theory and the way such insights have been translated into the institutional arrangements of the European Union. We discuss how effects of macroeconomic policies are transmitted from country to country through these channels and how fiscal and monetary policies can/should be coordinated to contribute to fostering economic integration. Finally, we turn to both to the intra-European dynamics and the relation of Europe with the rest of the world.

**Intended Learning Outcomes**
- To be able to understand and analyze the institutional design of EU and EA and its role in cross country economic relations.
- To understand theories of economic and financial integration and apply these to understand cross-country dynamics within the EU/EA and between the EU/EA and the rest of the world.
- To understand and use the role and impact of macroeconomic policies on economic and financial integration.
- Understand the challenges for European integration and be able to discuss possible policy solutions.

**Learning Resources**
- R. Baldwin and C. Wyplosz, The Economics of European Integration, 2020, 6th edition, McGraw-Hill, selected chapters.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Written exam and policy brief/column/blog.

## *SSC3036 American Foreign Policy*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 | 5 | Social Sciences | Yes |

**Prerequisites**
SSC2002 International Relations: Themes and Theories or SSC1025 Introduction to Political Science, and at least one more 2000-level Social Sciences course.

**Description of the course**
Everyone appears to have an opinion on American foreign policy, however, often such opinions are based on emotion or rhetoric. This course does not want students to be less critical of the United States, rather it strives to inform and educate students on the history, process and sources of American foreign policy, so that opinions are based on a sound footing.

The course is divided into four sections. The first section will focus on the field of foreign policy analysis as a subfield in International Relations. An overview of the various analytical perspectives on U.S. foreign policy will be covered. This first section will also consider the importance of examining American foreign policy in today's world.

Section two will concentrate on the history of U.S. foreign policy, covering such events as the Founding of United States, World War I, the interwar years, World War II, the making of a Superpower, the Cold War, the Post-Cold War world, September 11th and ending with recent world events, such as the Iraq War, the Global War on Terror and the Donald J. Trump presidency.

Part three will examine the politics and the policy-making process of American foreign policy. Topics for discussion in this section will include the institutions involved in the policy making process, such as the President, various bureaucracies like the State Department, the Department of Defense and the CIA, plus Congress and the Courts. This section will also consider the role the American public plays in the process of making U.S. foreign policy. The final part of this course will study the instruments used to implement American Foreign Policy. This section will include a discussion of America's use of open or diplomatic instruments, secret instruments, economic instruments and its military instruments. This final section will end with a task that discusses the future of American Foreign Policy.

**Intended Learning Outcomes**
- To understand the history, the political process in which policy is made and the policy content of American foreign policy.

**Learning Resources**
- McCormick (2024). *American Foreign Policy and Process*. Seventh Edition. Cambridge University Press. doi.org/10.1017/9781009278553Kaufman, Joyce P. (2017). *A Concise History of U.S. Foreign Policy. 4th edition, Rowman & Littlefield*.
- E-readers.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
A final exam (consisting of multiple choice questions, true and false questions and essay questions), and a 3,000 word research paper.

## *SSC3038 Contemporary Social Theory*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | No |

**Prerequisites**
One of the following courses: SSC1003/SSC2065 Theories of Social Order, SSC2028 Classical Sociology/Classical Social Theory, HUM2031 Cultural Studies II, HUM2010 Language, Culture, and Society I, SSC2029 Political Sociology, HUM3054 Dialogues in Philosophy: Thinking Difference - Feminism and Decolonialism/HUM2054 Back to the Philosophers Themselves

**Recommended**
SSC2028 Classical Sociology/Classical Social Theory. This course is not recommended for first year students.

**Description of the course**
"Many people, ordinary ones and scientists alike, hate theory. Yet they could not live without it. When all is said and done, theory is the more or less disciplined talk by which people make what sense they can of their social worlds" (Charles Lemert in The Blackwell Companion To Major Classical Social Theorists, 2003, p. 267). This course is part two of a sequence that traces the historical development of social theory (the first part being Classical Social Theory). Whereas in Classical Social Theory students focus on social theory up until the 1930s, in this course we will be dealing with social theory that has emerged from the 1960s until the year 2000. During this time, the historical context changed in important ways and has brought about an inclusion of new voices from the Global South, the beginnings of the greatest phase of the women's movement, and a variety of other social movements from the environment to gay rights. The 1960s pushed social theorists to focus more on processes of social change, social inequality and processes of marginalization and exploitation that shape change, on power relations and social movements that contest them, and on cultural and other differences among individuals and groups.

In this course, you will be introduced to several major theoretical bodies of thought in modern social science, such as the Frankfurt School, Symbolic Interactionism, Post-structuralism, Feminism (e.g. Standpoint Theory, Ecofeminism) and Post-colonial Theory. We will discuss these traditions mostly on the basis of original works by eminent social theorists like Herbert Marcuse, Patricia Hill Collins, Immanuel Wallerstein and Pierre Bourdieu. Reading original works can be, of course, a very difficult and challenging, but also elating task. Reading original theoretical material is important since students thus have the opportunity to form their own opinions about theorists' ideas. Some of the questions we will be dealing with in the course include: How can we make sense of the social world? How does capitalism impact our social reality? How is social reality constructed? What causes social change? What is the link between agency and structure? How is knowledge produced, and by whom? A crucial component of the course is applying the different theoretical approaches to social phenomena in order to explore the world around us through the lens of these theories.

**Intended Learning Outcomes**
- To become familiar with social theories in the 20th century as well as to analyze, apply, compare and criticize those theories.
- To discuss what a theory is, how we can theorize, and how theories can illuminate real social problems or issues.

**Learning Resources**
- Excerpts from books and articles from academic journals.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
A written analysis of cases based on two theories or theorists; a presentation of the analysis; your performance as a discussion leader.

## *SSC3040 Identities*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences & Humanities | No |

This course is not recommended for first year students

**Prerequisites**
At least two of the following courses: SSC1029 Sociological Perspectives, SSC2028 Classical Sociology/Classical Social Theory, HUM1003 Introduction to Cultural Studies: Doing Cultural Studies, SSC3013/SSC2059 Social Movements, HUM2031 Cultural Studies II, HUM2010 Language, Culture, and Society I, HUM2018 Cultural Diversity in a Globalizing World, HUM2003 The Making of Crucial Differences, HUM2014/HUM3014 Philosophers of the 20th Century, HUM2056 Cultural Remembrances.

**Description of the course**
Identity is about one's sense of self, it is about personhood, and it is about what kind of person one is. Identities always involve both sameness and difference. Thus, if you are Dutch, you are like other Dutch people and different from the non-Dutch. There is a tendency to see identities as being fixed or given. Sociologists, however, argue that identities are fluid and changeable and that we can acquire new ones.

In this course we will explore theoretical texts on the historical, cultural and political construction of social identities. We will focus on class, gender, race, ethnicity and nationality as historically specific, structured relations of oppression and exploitation examining their existence and interaction. Discussions and analyses will be based on how social identities work as overlapping categories of both inclusion and exclusion and how they are used to divide, rank, and discriminate.

Some of the questions to be addressed are: What are the main levels of analysis within which we can explore the interplay between these exploitative and oppressive relations? What are their theoretical, cultural, ideological and political implications?

The course is designed for students who have a serious interest in the topic and who are open to critically evaluate and understand their own participation within structures of domination and oppression. We will examine and interrogate how heterosexuality, whiteness and class privilege, for instance, function in such a way as to keep systems of oppression intact and discuss how to participate in the struggles against identity-based forms of domination.

**Intended Learning Outcomes**
- To learn how different categories of social identities operate as categories of socio-structural inequality.
- To discuss perspectives on race, ethnicity, class, gender and national identities in order to get a better understanding of what they are and how they are conceptualized theoretically.
- To learn about and reflect on how you yourself, your thinking and your way of being is affected by these relations of oppression and domination in everyday life.

**Learning Resources**
- Alcoff, L.M., & Medieta, E. (2003). *Identities: Race, Class, Gender, and Nationality.*

**Teaching and Learning Activities**
Group discussions, lectures and films.

**Assessment Methods**
One take-home exam including one or two essay questions and one self-reflective essay. Your performance as a discussion leader will comprise ten percent of your final grade.

## *SSC3047 Urbanisation, Development and Poverty*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Social Sciences & Humanities | No |

**Prerequisite**
SSC2046 Globalization and Inequality or SCI1016 Sustainable Development.

**Description of the course**
Since 2008, according to the United Nations Population Division, more than half of the world population lives in urban areas. Over a billion of these city dwellers live in informal settlements (slums), where poverty and precarity are highly concentrated. Nevertheless, people continue to migrate to cities, and primarily to informal settlements. Despite their vulnerability to disaster, disease, violence and cultural tensions, they also appear to be focal points of vitality, opportunity and new initiatives. In many ways 'the city' can be conceptualized as a contested site, a compact 'laboratory' where many of the tensions and opportunities related to globalization and development are acted out.

Through lectures from ongoing research and selected readings, this course delves into the human aspects of these sites that embody contrasts and contradictions of social, economic and political processes in cities of the Global South. We discuss connections and tensions between urban communities and economic development; the creation of vulnerable populations through urbanisation and the precariousness of labor; the structural failures of slum ecologies and how they affect people; but also how citizens nevertheless find ways of making the city their home. In short, we aspire to infuse you with both how development and poverty of urban contexts are structurally reproduced in highly political ways, and how 'cityness' also always depends on people who manage to flexibly and inventively arrange their lives on a daily basis.

**Intended Learning Outcomes**
After completion of this course students have acquired knowledge about impacts of urbanisation on development and poverty in an increasingly globalized world. In particular, they will learn about:

- Multifaceted impacts of global urbanisation, including economic, ecological and social challenges and opportunities of increasingly populated cities
- Impoverished conditions of many city dwellers of the Global South, as experienced through access to infrastructures, mobilities, public space, and diversity
- Development impacts and potentials created by interconnectedness between 'global cities'.

**Learning Resources**

- Simone, A. M. (2010). *City life from Jakarta to Dakar: Movements at the crossroads*. New York: Routledge.
- Relevant academic articles, reports, book chapters and websites.

**Teaching and Learning Activities**
Tutorial group meetings, group work and lectures.

**Assessment Methods**
Composition of a City File & presentation (group); on-site (open book) written exam (individual).

## *SSC3049 Human Rights: Principles and Polemics*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Social Sciences | No |

**Prerequisite**
SSC2024 International Law or SSC1007 Introduction to Law and Legal Reasoning.

**Description of the course**

There is the expectation that in an increasingly multicultural and post-secular world, human rights provide us with some common ground: however turbulent and changeable social life may be, we can all demand and enjoy the protection of human rights. This expectation might turn out to be misguided. Even within the "West", there is intractable disagreement as to the content and implications of human rights. Activities that are seen as human rights violations by some legal systems are tolerated by others. Even more, activities that are seen to be human rights violations by some legal systems are seen to be rightful exercises of freedom by others. How deep are these disagreements? Can they be overcome?

This course will provide students an advanced introduction to the field of human rights. It covers two aspects. First, it covers the "dogmatic core" of human rights law, which includes topics such as the sources of the status of human rights law in international law, who benefits from human rights (individual human beings exclusively, or also corporations or collectives?), what happens when human rights conflict? Naturally, my freedom stops when your freedom start, but how do we draw the line between different claims to freedom? What happens when human rights clash with the public interest? Can human rights be abused?

The second part of the course explores polemics in the field of human rights. These include the legality of the the limits of free speech, the proliferation of rights, the scope of the prohibition on discrimination and the meaning of human dignity. This part of the course will be based on the exploration of contrasting judicial decisions extracted a variety of international and domestic courts. This part of the course aims to show that it may be premature to speak of "a human rights community". Human rights mean different things for different people, and even the appointed experts are often unable to reach agreement.

This course is predominantly legal in character. That means that social scientific explanation and understanding will not be the focus of the course. Rather, the course will concentrate on analyzing the justification of legal decisions in accordance with legal rules and principles.

**Intended Learning Outcomes**

- Provides students with an advanced introduction into human rights.
- Introduces key concepts that are used within all forms of human rights discourse.
- Familiarizes students with polemics in the field of human rights
- Provides students and opportunity to engage with the intricacies of legal reasoning.
- To encourage critical thinking and appreciation of differences within the field of human rights.

**Learning Resources**

- E-Reader

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
TBA.

## *SSC3051 Rethinking Security: Global Challenges and Critical Responses*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisite**
SSC2002 International Relations: Themes and Theories.

**Description of the course**
Security Studies during the Cold War was a rather limited and narrow sub-field of International Relations mainly focusing on state security and defining threat only in military terms. By the end of the Cold War period, new schools of thought have emerged in the field of Security Studies in parallel with the emergence of new kinds of threats against human well-being and security. Today, Security Studies represents a large group of scholars, schools, approaches and understandings, discussing variety of themes, issues and responses to the challenges of narratives of security and practoces of securitisation.

This course deals with a number of these schools and approaches. It starts with a brief introduction to the conventional security (Realism and Liberalism) and explains why these approaches are found unsatisfactory and problematic by the academic community at the beginning of the 1990s. Then it explains various theoretical positions from constructivism to Feminism (gender security), Green Theory (environmental security) and Post-Colonialism (security from non-Western perspectives). Then it introduces contemporary concepts like 'securitisation' which is developed by the Copenhagen School and discusses 'security speeches' or 'security acts' from multiple perspectives by giving examples. The course provides thematic discussions on several contemporary issues and the responses like technology, data, migration, borders, health, human security, development, and terrorism. In general, the course aims at giving an idea to the students of International Relations how Critical Security Studies has developed as a separate sub-field of International Relations especially in Europe.

**Intended Learning Outcomes**
- Students will remember, learn and compare several significant IR theories and their assumptions about security, by understanding the historical contexts, periods, actors, ruptures, critical turning points and transformatory processes that caused their emergence.
- Students will critically investigate, and analyse how the concept or practice of 'security' emerged, constructed and defined and by whom and against whom/what; and what the challenges that global security and the CSS is facing today.
- They will explore and interpret the impact of the historical and contemporary global processes, discourses and transformations on the evolution of the concept of security and CSS.
- They will question and argue how the security can or should be studied and understood by learning and applying different approaches, models, methods and schools.
- They will execute what they learned by inking these historical and contemporary processes and theories/methods to the study of the global security today and applying them to the current events, conflicts, insecurities, actors and issues in their world.
- Finally, students will investigate, design and formulate their own research topic and come up with ideas that they developed by using the course material and discussions.

**Learning Resources**
- Columba Peoples and Nick Vaughan-Williams (**last edition**), *Critical Security Studies: An Introduction*, Routledge.
- Selected articles, reports and other educational material.
- Students are expected to read the news related to different forms of insecurities on daily basis.

**Trigger Warning:**
- Some parts of this course is about different forms of violence, atrocities, pain, and trauma. Discretion is advised.

**Teaching and Learning Activities**
Tutorial group meetings and pre-recorded and/or live lectures.

**Assessment Methods**
Type and timing of the assignment will depend on the UCM regulations and course content. There are options for the students to choose from a list of different types of assignments.Class participation will also be taken into account in the assessment.

## *SSC3054 International Economic Law: Trade, Investments and Sustainability*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | No |

**Prerequisites**
SSC2024 International Law

**Description of the course**

International trade and investment are pivotal to contemporary state relations, driving economic growth, fostering interdependence, and promoting global cooperation. They are widely recognized as critical tools for achieving the United Nations Sustainable Development Goals (SDGs), as they mobilize resources, foster innovation, and enable the global exchange of goods, services, and technology to address challenges like poverty, inequality, and climate change.

In an increasingly interconnected world, the legal frameworks governing international trade and investment—such as World Trade Organization (WTO) rules, regional trade agreements, and bilateral investment treaties—play a central role in ensuring predictability, fairness, and stability in global economic relations. However, the rapid expansion of these activities has also brought to light significant tensions with environmental and social objectives. Critics argue that these frameworks often prioritize market access and investor protections over development, sustainability and human rights, which can exacerbate global inequalities, incentivize resource exploitation, and undermine national efforts to address climate change or safeguard vulnerable communities. For instance, corporations have used investment arbitration mechanisms to challenge environmental regulations, such as phasing out of fossil fuels for electricity generation, creating potential disincentives for governments to implement stronger protections.

Recent geopolitical shifts, such as the return of Trump-era policies, further underscore the importance and complexity of these frameworks. A resurgence of protectionist policies, trade wars, and challenges to the multilateral trading system—evident in the use of tariffs for political leverage and the withdrawal from key agreements—has strained international cooperation and reshaped global supply chains. These developments highlight the growing tension between economic nationalism and the need for multilateral collaboration.

As countries navigate pressing issues such as climate change, digital trade, and economic inequality, international trade and investment law remains vital in striking a balance between fostering economic growth and addressing broader global challenges. Reforming and critically engaging with these legal frameworks is essential to ensure they are equipped to support sustainable development while maintaining fairness and stability in state relations.

This course offers a solid introduction to the main institutional, procedural, and substantive rules of international law governing trade and investment, with focus on sustainability. Students will explore key frameworks such as the WTO and bilateral investment treaties, reflecting upon their roles in fostering economic cooperation while addressing tensions with environmental and social imperatives. Through case studies, legal analysis, and discussions on policy implications, students will engage with topics such as trade barriers and environmental policies, the role of international investment agreements in sustainable development, dispute resolution mechanisms in trade and investment conflicts, and the challenge of balancing economic growth with environmental protection and human rights. By the end of the course, students will be equipped to assess various legal issues in international trade and investment legal frameworks and the challenges posed by the need of their further alignment with global sustainability goals.

This course replaces a long running course SSC3054 International Trade Law: Globalization, Trade and Development, expending its scope to international investment law and strengthening the focus on sustainability.

**Intended Learning Outcomes**

- developing foundational knowledge and understanding of the law and policies underpinning the multilateral trading system, as represented by the World Trade Organization (WTO);
- gaining essential insights into the international legal framework governing the protection of foreign investments;
- acquiring the ability to identify legal issues related to key institutional and substantive aspects of international trade and investment law, using fictional case studies as a basis, and applying the relevant legal principles to resolve these issues;
- enhancing the capability to present a well-reasoned legal assessment on specific legal matters.

**Learning Resources**

- Van den Bossche, P. and Prévost, D., *Essestionals of WTO Law*, Second edition (Cambridge University Press, 2021).
- WTO legal texts that can be found on the WTO website.
- Academic articles on specific issues of international investment law provided via a link on Canvas.
- Additional mandatory literature may be provided for some topics via Canvas.
- References to up-to-date news items offered for each theme on Canvas.

**Teaching and Learning Activities**

The course consists of two mandatory tutorial meetings per week dedicated to detailed discussion of case studies that address problems covered by the relevant theme and are prepared by students beforehand. Each tutorial meeting ends with a short challenge.

**Assessment Methods**

Challenges during tutorial meetings, a presentation and a final written exam. In case of a low course enrollment, an oral exam may be held instead of a written exam.

## *SSC3055 Chinese International Relations and Foreign Policy*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 5 | Social Sciences | No |

**Prerequisite**
COR1003 Contemporary World History AND SSC2002 International Relations: Themes and Theories OR SSC1025 Introduction to Political Science

**Description of the course**
The economic and political reforms of the 1980s and 1990s transformed China into the world's second-largest economy in less than a generation. Its economic growth has allowed the country to seek a more significant role in shaping world politics. In this advanced-level undergraduate course, we are trying to make sense of Chinese international relations and foreign policy—how China approaches the world and what shapes its external behaviors—in the contemporary era.

This course begins with an introduction, laying out the overall course structure, introducing critical theoretical perspectives and approaches to the Western and Chinese international relations theories. Week 2 examines the historical overviews of Chinese foreign policy as well as the leading domestic debates on it and examines the domestic and international determinants for a changing Chinese foreign policy from 1949 onwards. From Week 3 to 6, some of the core foreign policy interests for China (i.e., national reunification, security, sovereignty and territorial integrity, performative legitimacy, and international recognition and status) are examined with corresponding country/region case studies. Week 3 and 4 examine China's relationship with its nearest neighbors (i.e., Taiwan and the Korean Peninsula) and significant countries in Northeast and Southeast Asia, illustrating the critical challenges to Chinese national interests that occur on its border. Week 5 looks into Chinese relations with the U.S, exploring the development of the Sino-U.S relations, U.S military presence in Asia, the Obama administration's pivot to Asia, and also the recent Sino-U.S trade war. Week 6 takes a closer look at Chinese participation in international and regional institutions, identifying the general pattern of Chinese behaviors in the multilateral setting. The course is then wrapped up in the final debate on the future role of China in the global order.

**Intended Learning Outcomess of the Course**
Upon successful completion of this course, students should be able to:

- explain major Chinese foreign policy development since 1949
- analyze theoretical approaches in the examination of Chinese foreign policy through data interpretation and information gathering
- demonstrate critical thinking skills in evaluating China's modern relationship with countries in the Asia-Pacific region as well as the U.S
- develop effective essay writing skills

**Learning Resources**

- Sutter, R. G. (2nd edition) (2019). Foreign relations of the PRC: The legacies and constraints of China's international politics since 1949. Maryland: Rowman & Littlefield.
- Lanteigne, M. (3rd Edition) (2016). Chinese Foreign Policy: An Introduction. New York: Palgrave Macmillan.

**Teaching and Learning Activities**
Lectures, tutorial group discussions, individual study and feedback

**Assessment Methods**
An individual research paper and a final essay-writing exam.

## *SSC3056 Innovation Systems, Policy and Sustainability Transitions*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisite**
SSC1027 Principles of Economics OR SCI1016 Sustainable Development: An Introduction.

**Recommended**
At least two 2000-level Social Sciences courses.

**Description of the course**
The issues, that the political economic systems create while moving forward with a multitude of attempts in structuring our everyday lives and possible futures, continue to systematically socialize negative economic, environmental and social impacts over us and the world society. Much needed global societal transition towards alternative settings calls for a comprehensive understanding and the analysis of the working of the multi-scalar socio-technical systems. Accelerating the evolutionary scientific, technological and social sustainability transitions towards alternative societal futures requires a holistic, interdisciplinary and critical know-how which will be introduced by a set of lectures and enhanced by participatory discussions. Lectures and discussions are supplemented by optional multi-method research, entrepreneurial mentoring, critical advocacy and evidence-based policy writing skills sessions. After completing this course, participants will acquire working knowledge on ideas, interests, institutions of societal relevance and be able to design new actions or policies for change making in varieties of systems, sciences, innovations, transitions, economies, contexts, and, ultimately on the sustainability outcomes.

**Intended Learning Outcomes**
To gain holistic, interdisciplinary and critical knowledge in the analyses of:

- Varieties of systems of innovation and sustainability transitions from political economic and societal perspectives, which integrates economic, social, environmental, as well as policy perspectives.
- In particular, varieties of systems (e.g. technological, regional, socio-technical systems), entrepreneurships (e.g. technological, social, environmental), sciences in systems (e.g. natural and social sciences), innovations (e.g. technological, social, environmental eco-innovations), transitions (e.g. technological, regional, societal, sustainability transitions), and alternative economies (e.g. circular economy, social economy, digital economy, bio-economy, sharing economy).
- Varieties of systems and transitions from a global perspective (e.g. contexts and cases of high and middle/low income countries, emerging markets and powers, international cooperation in between).
- Varieties of systems and transitions from a human perspective (e.g. varieties of entrepreneurships and of outcomes, e.g. agency, quality of life, well-being, happiness, peace).
- To acquire an evidence-based approach for different policy analysis and design styles, and formulation techniques on how to write a policy brief in practice.

**Learning Resources**

- E-reader.

**Teaching and Learning Activities**
Lectures and tutorial group meetings.

**Assessment Methods**
Participation, traditional or video presentation and a final paper.

## *SSC3059 China and India in Global Governance*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisite**

COR1003 Contemporary World History AND SSC2002 International Relations: Themes and Theories OR SSC1025 Introduction to Political Science.

**Description of the course**

This course examines the emerging roles of non-Western actors in institutions of global governance. While traditional scholars of international relations focused on relations between sovereign states, this course addresses the questions of governance in a globalizing world through an examination of the interactions between international organizations (IOs) and sovereign states in shaping the contemporary global order. Given that major IOs have been led by Western powers, exploring the emerging roles of China and India in the Western-centric governance architecture is of particular interest to us. These two Asian giants have experienced unprecedented economic growth in the past decades as they have integrated more with the market economy since the 1980s. Their emerging roles as global players were acknowledged in the US National Intelligence Council's report in 2005, stating, "In the same way that commentators refer to the 1900s as the "American Century," the 21st century may be seen as a time when Asia, led by China and India, comes into its own."

We will start off by introducing the theoretical and historical perspectives on global governance. Week 2 will illustrate the rise and decline of American-led liberal international order. Acknowledging the rise of emerging powers in the current world order, Week 3 will discuss the changes of Chinese and Indian foreign policy strategies in international institutions and the rationales for their engagement. Focusing on the selected section of regimes, including climate change, infectious diseases, trade, and also foreign aid, Week 4 and 5 will examine the ways in which China and India engage to the existing global governance architecture, the tools they use and the efforts they make to influence or redesign current Western-led international institutions. Week 6 will take a closer look at the involvement of China and India in regional institutions, such as Shanghai Cooperation Organization (SCO), South Asian Association for Regional Cooperation (SAARC), and Asian Infrastructure Investment Bank (AIIB). While the Chinese and Indian leadership has contributed to regional governance, key security challenges presented by the rising powers to their neighboring countries in Asia, such as territorial disputes and river basin management, will also be highlighted. Week 7 will wrap up the course by considering the future of global governance: Can China and India collaborate on emerging global governance challenges? Are they strategic partners or strategic rivals?

**Intended Learning Outcomess of the Course**

Upon successful completion of this course, students should be able to:

- Explain the evolution of global governance, and the key challenges facing governance in an increasingly globalized context.
- Analyze the impacts of emerging powers, China and India, on major Western-led international institutions and agreements.
- Explain the similarities and differences between Chinese and Indian foreign policy strategies in international institutions.
- Apply relevant theoretical and conceptual knowledge to examine real-life cases and issues in the global and regional levels.
- Develop effective essay writing skills.

**Teaching and Learning Activities**

Lectures, tutorial group discussions, individual study and feedback

**Learning Resources**

- Weiss, T. G. and R. Wilkinson (2nd edition) (2018). International organization and global governance. New York: Routledge.
- Beeson, M. (2019). Rethinking global governance. London: Springer Nature Limited.

**Assessment Methods**

An individual research paper and a final essay-writing exam.

## *SSC3060 Extractivism and Environmental Justice*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisite**
COR1003 Contemporary World History.

**Recommended*:*** One or more of the following courses SSC2071 Latin America: history, politics and cultures, SSC1029 Sociological Perspectives, SSC3006 The Social Study of Environmental Problems: Between Nature, Society, and Politics, SSC2046 Globalization and Inequality: Perspectives on Development, SSC3013/SSC2059 Social movements

**Description of the course**

In this course, we will explore the dynamics and conflicts surrounding society's exploitation of natural resources. “Extractivism” is a concept used by activists and scholars to describe the large-scale, export-led, and capital-intensive resource extraction occurring in many places in the Global South. Often framed as necessary for the “common good” or as a "development strategy", examples include the extraction of fossil fuels, monocrops like palm oil and soy, and mining for gold, coal, copper, diamonds, and more recently, minerals required for the energy transition, such as lithium or cobalt. Furthermore, the concept of extractivism has been expanded to describe a wider and interlinked logic that involves technologies, finances, and the exploitation of labor and landscapes.

The course aims to give students theoretical tools and case study examples to understand better the dynamics of extractivism. These involve environmental controversies related to communities' disputes about land, water, and local autonomy, governments' and corporations' responses to the increasing social protest, and society's demands for sustainability and wealth distribution. Tasks will cover topics such as the Resource Curse, Militarization in the extractive industries, Environmental Impact Assessments, critical views of Corporate Social Responsibility, Indigenous people's Rights, Green Grabbing, and Environmental Justice. Finally, we will discuss some possible alternatives to extractivist economies and discuss the very problematic concept of a “just” transition.

We will pay special attention to concepts, theories, and alternatives emerging from local communities, activists, and critical scholars. We will also reflect on what social movements' experiences can teach us in a world increasingly concerned with climate change, resource depletion, and human rights. Problems will be discussed from the perspective of political ecology and environmental justice, anthropology, and human geography.

**Intended Learning Outcomes**

At the end of this course, students should:

- Understand the tensions and dilemmas in the so-called Global South concerning development and resource extraction, focusing on Latin American countries.
- Identify the social and environmental consequences of natural resource extraction and development megaprojects, the triggers of social conflict, the diversity of activists' demands, and the State and corporations' responses.
- Become acquainted with the fields of political ecology, environmental justice, and critical studies of development and extractivism.
- Explain and reflect on a topic of your choice related to extractivism and development in the Global South.

**Learning Resources**

- Selected articles and book chapters

**Teaching and Learning Activities**
Tutorial group meetings, student presentations and lectures.

**Assessment Methods**
Group presentation (40%), final paper (60%), attendance and participation.

## *SSC3061 Understanding and Tackling Violence*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4 | 5 | Social Sciences | No |

**Prerequisite**
SKI1004 and SKI1005 Introduction to Research Methods I and II, PRO1012 Research Project

**Important:**
**Please note that the course SSC3061 is closely linked to the project PRO3020. All students who take SSC3061 are strongly advised to take the follow-up project (except for Capstone students).**

**Description of the course**
Today, violence appears rampant across all levels and sectors of society. Media reports paint a grim picture of the world we live in – ranging from, for example, an increase of domestic violence on females since the pandemic started, to brutality and racism within law enforcement, and school shootings as a few examples. Violence seems to be a key aspect of human nature and has historically been an area of interest, from the violence in Roman arenas to modern video games and true crime fascination. Violence happens everywhere – at work, in schools, in health care facilities, on the streets, and at home. Historically, it has become one of the biggest societal issues to tackle. No matter which field of study a student focuses on, how to deal with violence is relevant for everyone.

This course provides students with an in-depth transdisciplinary understanding of violence. It will provide students with the ability to analyze and engage with problems of violence drawing from areas of social, cognitive, clinical, and neuropsychology, as well as from a legal, historical, and biological perspective. Themes in the course range from political activism, to terrorism, and sexual violence. Through working with case examples, theoretical background, and methodological tools, students will be familiarized with various issues relating to violence and crime in today's society. Students will learn to work together with classmates outside of their own study discipline and will identify solutions through examining the problem together.

**Intended Learning Outcomes**
The aim of the course is to provide students with a transdisciplinary understanding of how to understand and tackle violence in today's world. By the end of the course, students should:

- be able to identify root causes of violence and to comprehend a theoretical understanding of these causes from various perspectives;
- be able to critically analyze the causes of violence in specific cases and situations;
- be able to explore prevention strategies and develop novel strategies to prevent violence in specific contexts;
- be able to develop dissemination strategies for the general public and/or relevant stakeholders.

**Learning Resources**

- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings and (guest) lectures.

**Assessment Methods**
Assessment is based on a presentation, a reflection paper, and a final assignment.

## *SSC3062 Education over the Life Course*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 | 5 | Social Sciences | No |

**Prerequisite**
SSC2061 Statistics I.
At least one of the following courses: SSC1027 Principles of Economics or SSC1029 Sociological Perspectives.

**Description of the course**
Embark on a transformative exploration of educational choices throughout the life course. Analysing empirical papers from economics and sociology, we will dive into the "causation and evidence-based" realms of education throughout a person's life. The highlights of the course are:

- Early investments and children's outcomes: Examine the profound influence of early parental investments on children's skills later in life.
- The role of schools in skill development: Scrutinize the added value of schooling in cognitive outcomes and how the absence of schools during a pandemic affects skill development and thereby socioeconomic inequalities.
- The effect of role models on educational attainment: Unveil the influence of female role models on girls' academic performance and educational attainment in developing countries.
- Study choices: Discover why diverse individuals make different study choices and how to use information to reduce inequality in high-paid occupations.
- Lifelong learning and continued training: Explore the concept of lifelong learning and learn how to increase adults' participation in work-related training.

You will gain these insights by reading and discussing empirical papers. We will teach you how to critically read empirical papers in the fields of economics and sociology of education. As we focus on evidence-based studies only, we will help you gaining intuition on identifying causality in complex societal phenomena. As you will see in the course, this is of high relevance when developing and implementing policies.

**Intended Learning Outcomes**

- Understand individuals' learning decisions throughout the life course.
- Become familiar with how (access to) education affects inequality.
- Learn how to read empirical papers in the field of education economics and sociology: identify research questions and value added, basic understanding of results.
- Acquire skills to assess the validity of causal claims based on empirical evidence, developing an intuition into identifying causality.
- Develop ideas regarding interventions to address societal challenges regarding learning over the life course.

**Learning Resources**

- Selected articles from academic journals.

**Teaching and Learning Activities**
Lectures, tutorial meetings and workshops. In interactive workshops, tutorial groups are put together to jointly acquire skills related to assessing the validity of causal claims and develop interventions that allow causal claims.

**Assessment Methods**
Open question final exam, group presentation.

# Skills Trainings (SKI)

## *SKI1004 Introduction to Research Methods I*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Spring | 4 | 2.5 | | No |

**Prerequisite**
None.

**Description of the skill**

Research is "creative work undertaken on a systematic basis in order to increase the stock of knowledge […]". This goal can be achieved in a wide variety of ways. Introduction to Research Methods I and II (SKI1004) and II (SKI1005), and the Research Project (PRO1012) form one coherent semester-long block of courses in which you will learn about key concepts and considerations when conducting research, ultimately resulting in your own finished research project. Along the way, we will discuss a wide variety of research approaches frequently used in the humanities, social sciences, and the sciences.

The first component of this three-course block is Introduction to Research Methods I. Within this block, you will learn the basics of research. We will develop a common vocabulary to evaluate and talk about research, and we will work on where it all begins: asking the right questions. From there, we will consider the sub-questions and hypotheses that flow from the central research questions, the data (broadly defined) that we would need to find answers, and how we can interpret that data. This course will provide you with some essential information not only for the other research methods courses, but also for reading and understanding research for other courses you will take later in your curriculum.

**Intended Learning Outcomes**
After taking Introduction to Research Methods I, you will be able to:

- Discuss essential concepts of conducting and interpreting research
- Differentiate between qualitative and quantitative research
- Construct a relevant, clear and focused research question
- Select a suitable methodology for a research question
- Appraise and critique existing research on the basis of methodological or ethical issues.

**Learning Resources**

- Book chapters & journal articles announced in the course manual.
- Online reader.

**Teaching and Learning Activities**
Tutorial group meetings, lectures, and online educational materials.

**Assessment Methods**
Grades are based on a presentation and a written assignment

## *SKI1005 Introduction to Research Methods II*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Spring | 5 | 2.5 | | No |

**Prerequisite**
SKI1004 Introduction to Research Methods I.

**Description of the skill**

Research is "creative work undertaken on a systematic basis in order to increase the stock of knowledge […]". This goal can be achieved in a wide variety of ways. Introduction to Research Methods I (SKI1004) and II (SKI1005), and the Research Project (PRO1012) form one coherent semester-long block of courses in which you will learn about key concepts and considerations when conducting research, ultimately resulting in your own finished research project. Along the way, we will discuss a wide variety of research approaches frequently used in the humanities, social sciences, and the sciences.

In Introduction to Research Methods II, we will build on the foundation laid out in Introduction to Research Methods I to work towards your own research proposal at the end of this course. Along the way, we will work on designing a research project that is feasible with limited resources in terms of time and money, and in addition we will work on some specific qualitative skills and techniques that will allow you to go out and do research. In the Research Methods Project that follows you will execute that proposal and finish with a presentation and a report about your findings.

**Intended Learning Outcomes**
After taking Introduction to Research Methods II, you will be able to:

- Construct a relevant, clear and focused research question
- Select a suitable methodology for a research question
- Design a realistic research project
- Present your ideas in a poster format.
- Understand conducting basic qualitative research.
- Write a clear and focused research proposal

**Learning Resources**

- Book chapters & journal articles announced in the course manual
- Online reader.

**Teaching and Learning Activities**
Tutorial group meetings, lectures, and online educational materials.

**Assessment Methods**
Grades are based on a poster presentation and written assignments

## *SKI1008 Introduction to Academic Skills I*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Fall | 1 | 2.5 | | Yes |

This course is not open to exchange students.

**Prerequisite**
None.
Note: The instructions in this course are closely aligned with the writing assignments in COR1003 Contemporary World History and COR1006 Science, Reason and Human Progress. Therefore, students who are enrolled in SKI1008 should also be enrolled in either COR1003 or COR1006

**Description of the skill**
The transition from secondary to tertiary education is often experienced as challenging for students, especially considering the expectations at university regarding students' academic skills, such as essay writing, argumentation, or critical and analytical thinking. It is therefore imperative to support and train students right from the start to take on a professional ethos with regard to their university studies and their personal and academic development.

The skills course Introduction to Academic Skills consists of a semester-long program spanning three periods. In this skills course, students are encouraged to take their academic development into their own hands. Tutorials, practical sessions, workshops, and (written) assignments will focus on acquainting students with the core academic skills needed to be successful at university. The sessions are set up in such a way that students will be able to put their newly acquired skills and insights into practice in the content that run parallel to this skills course.

Through continuous reflection on their personal learning process, in combination with periodic assessment of this process, students should conclude this course with a clear overview of their competencies with regards to general academic skills as well as specific skills, including study skills, information literacy skills, analytical and critical thinking skills, writing skills, time management, and organisational skills.

**Intended Learning Outcomes**
- To analyse and apply principles on academic writing at UCM.
- To understand and apply information literacy skills, such as formulating a research question/thesis statement and conducting a systematic literature search.
- To be able to determine what makes a good argument and apply tools to construct these.
- To be a safe space where freshmen students can ask questions and compare notes on their experiences.

**Learning Resources**
- Required reading material will be available in on Student Portal.

**Teaching and Learning Activities**
Lectures, workshops and tutorial group meetings.

**Assessment Methods**
Two written assignments.

## *SKI2005 Back to the Sources: Critical, Source-based Research*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Spring | 4 | 2.5 | | No |

**Prerequisite**
None.

**Description of the skill**
Reading history is not the same as researching it. Researching history means pursuing one's own enquiry into the past, rather than following another scholar's argument about the past. Above all, researching history implies not relying on "second-hand" information. Instead, it involves going back to primary sources like archival records as much as possible. However, going back to the sources is not as simple and straightforward as it may sound. There are all sorts of difficulties involved, intellectual as well as practical. Similarly, working with secondary sources like academic articles in the humanities is not as straightforward as it might seem.

This skills training offers an introduction to the ways historians deal with sources, and how the core method, source criticism, can be useful for empirical research in the humanities more generally. During the course, students will discuss the information value and pitfalls of different source categories, including public political statements, archival records, historical photographs, public opinion sources, and research articles. The sources that will be discussed are mainly related to one specific theme: the first European Community, the European Coal and Steel Community (ECSC), established in 1952 (and the first that ceased to exist, in 2002). This early episode in the history of European integration is well-suited because of the variety of primary sources available, and by now a longstanding debate among scholars about how to interpret what the sources say. In the course, we'll investigate what the original sources tell us about the true motivations of the "founding fathers" of European integration. Was it all about peace and uniting Europe, or more about national interests?

This skills training will be a useful guide to students who are keen on doing historical research in the future, and at the same time provide a tool kit for critical, source-based research in the humanities. It will also prove to be of value to those with a general interest in history and the European integration process.

**Intended Learning Outcomes**
- To familiarize students with the most important types of primary sources, and how to find, identify and distinguish them.
- To differentiate between primary and secondary sources, appreciate the importance of primary source research, and recognize different characteristics and pitfalls of the several types of sources.
- To apply a critical and methodically informed attitude towards sources and analyze the content of sources in relation to a research question.

**Learning Resources**
- Key link List.

**Teaching and Learning Activities**
Lectures and tutorial meetings.

**Assessment Methods**
Presentations and written assignments spread over the course.

## *SKI2007 Presentation Skills*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Fall / Spring | 1 / 4 | 2.5 | | Yes |

**Prerequisites**
Students must have a basic familiarity with slideware, preferably PowerPoint.

**Description of the skill**
This course will help you to prepare for future presentations in your studies as well as in your professional career. Apart from an introduction lecture on the basics of presentation skills and a lecture on the basics of slide design, this course is based on learning-by-doing. You will give four presentations: one 5-minute presentation on an informal topic determined by the course coordinator, and three 12-to-15 minute presentations of an academic nature. You can choose your own topics for your academic presentations; preferably topics you are interested in and have already researched. You will receive and provide constructive verbal feedback on all presentations.

You will receive feedback on your own presentations and provide feedback on your peers' presentations on e.g.:

- *Delivery*: speech pace and pauses; tone of voice; body language such as posture, gestures, movement.
- *Structure*: providing an introduction, body and conclusion, with clear transitions between different sections of a presentation, using a logical sequence of information, with main points and subpoints.
- *Content*: providing sound descriptions and interpretations of the main topics, supported by relevant academic methods and theories and other reliable sources, and clarified with examples or metaphors.
- *Visual Aids*: using slideware that supports, and does not distract from, the content of the presentation, including key words, clarifying images such as (photo)graphs, and entertaining touches such as cartoons.
- *Audience*: tailoring the form and content of one's message to the audience; interacting with the audience during the presentation as well as adequately responding to verbal and non-verbal input from them.

**Intended Learning Outcomes**
The purpose of this course is to improve your (academic) presentation skills.
At the end of this course students should be able to:

- identify and apply key components of an (academic) presentation;
- structure a message in a clear, concise and convincing manner;
- convey complex information clearly, both verbally and visually;
- design an engaging narrative, which is tailored to the audience;
- interact with and respond to non/verbal input from the audience;
- cope with nervous tension in publc speaking;
- give and receive constructive feedback on (academic) presentations.

**Learning Resources**

- None.

**Teaching and Learning Activities**
An introduction lecture on basic presentation skills, a mini lecture on the basics of slide design, and group tutorials.

**Assessment Methods**
One informal 5-minute presentation (pass/fail).
Two academic practice presentations (2 x 25%).
One academic final presentation (50%).

## *SKI2047 Gaining Racial Literacy*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Spring | 4 | 2.5 | | Yes |

**Prerequisite**
At least one course in sociology, cultural or gender studies.

**Recommended**
This course is particularly suitable in combination with SSC3040 Identities, HUM3040 Crucial Differences in the 21st Century, HUM2003 The Making of Crucial Differences, HUM3053 The Idea of Africa.

**Description of the skill**
In this skills training, we will engage in conversations, explorations and inquiries into race, racism and whiteness. The course is based on the premise that race and ethnicity are social constructs and that racism is a social structure that is deeply embedded within the fabric of our social world. We will examine how racism works structurally and individually and how, this, in turn, affects us in our everyday lives. There will be a strong focus on the self and the exploration of how we as individuals are affected by structures of racism. We will do this by applying methods of writing and methods of self-inquiry including a focus on the body. A key question we will focus on is how we have been racialized throughout the course of our lives. In other words, how have structures of race and whiteness shaped our identities and relationships with the social world and each other. If we want to bring about fundamental change in our societies we need to become more racially literate which means to develop the ability to discover racism in all its forms - subtle and overt, every day and institutional - and we need to learn how it impacts our minds, our emotions, our bodies and our relations to others. The course coordinators have intentionally left room for flexibility and exploration in the design of the course, as we believe this is required in order to attend to the needs and the unique process of each tutorial group. The course builds on the premise that although white and BIPOC persons are affected differently by racism, all groups are affected deeply. By engaging in dialogues of race, we will relearn and reprocess emotions, thoughts, and perhaps, ways of being in the world that come with the social construction of our racial identities. The recognition of racial codes and racialized practices will be refined through racial justice logs. Through detailed recordings of racialized situations in their everyday lives, participants will exercise their ability to recognize that they live in a racialized environment. The Digital Story project as the culmination of the course will allow participants to retell aspects of their biographies and/or family histories from a racial justice perspective. If history is present in everything that we do, as James Baldwin argues, then where better to start than in our own family history? This is when an investigation into how race has been done throughout our lives becomes meaningful. Participants will use this multimedia platform to re-evaluate their lives using their insights, tools and concepts they have learned in this course. The course will be a stepping stone to begin the process of unlearning practices that we have picked up since childhood. Throughout the course, we will grapple with France Twine's contention that racial identities are changeable and movable – at least to some extent. This may help us to get away from monolithic ways of conceptualizing racial identities and, instead, adopt more fluid practices of speaking, writing, seeing and perceiving. The course is open to all UCM students, particularly to those who aspire careers in international politics, NGO work along the North-South divide and international relations.

**Intended Learning Outcomes**
In this course you will begin to

- gain the ability to recognize and interpret racial codes and racialized practices.
- learn to be empathetic to multiple lifestyles, experiences, needs and viewpoints.
- sharpen intercultural communication skills that are necessary to operate and work in a multi-racial environment.
- learn a racial grammar and vocabulary that enables you to discuss race, racism, and the need for antiracism work with people who do not normally recognize it.

We would like to emphasize here that racial literacy is not something that can be accomplished in one course. Instead, we begin or continue our process of becoming racially literate, which, ultimately, is a life-long process.

**Learning Resources**
We will draw upon readings from a range of interdisciplinary scholars and writers such as Frances Winddance Twine, George Yancy, Robin di Angelo, Lillian Smith and Resmaa Menakem.

**Teaching and Learning Activities**
The format of this course is unique within the context of UCM as there are two active tutors teaching each group. As a consequence the groups are a bit larger than normal. There will a significant amount of working in smaller subgroups, there will be mini-lectures given by the tutors and there will be discussions in the larger group. In addition, we will have one interactive lecture in the evening given by Shaun Matsheza on digital storytelling. Shaun is a former UCM student who is now working as a Journalist.

**Assessment Methods**
The assessment of the course will be comprised of a racial justice log and a final Digital Storytelling project in which students tell their own story from a critically reflective racial justice perspective.

## *SKI2048 Introduction to Discourse Analysis*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Spring | 5 | 2,5 | | No |

**Prerequisites**
None.

**Description of the skill**
This course starts from the assumption that a discourse is socially constructed. A "discourse" is an ensemble of verbal and non-verbal practices that reciprocally structure and are structured by our perceptions of the world around us. Discourses do not just translate reality into language, but influence how we see reality. Discourse analysis provides us with the methodology to critically assess naturalized uses of language and to challenge the tacit knowledge that underlies our perceptions of reality.

Following Critical Discourse Analysis (CDA), we will concentrate on conducting and integrating textual and contextual explorations of diverse written texts. In addition to applying analytical tools to texts, we will focus on how to relate textual representations and socio-political contexts, as well as how to relate textual representations and the linguistic components of texts. For instance, we will examine how using particular linguistic forms can create representations of actors and their speech that convey ideologically-laden messages about them. Students are expected to prepare for each tutorial meeting by reading assigned background literature, doing practice exercises, and viewing or attending presentations. Because conducting discourse analysis involves developing and applying particular skills, regular practice before and during class is crucial.

**Intended Learning Outcomes**
In this introduction to discourse analysis, students will acquire:

- Basic knowledge of some discourse analytical theories;
- Basic methods for investigating the socially constructed nature of perceptions of "reality";
- Basic skills for applying multi-level discourse analysis.

**Learning Resources**

- E-reader.

**Teaching and Learning Activities**
Lectures and tutorial group meetings.

**Assessment Methods**
Grades are based on participation, written discourse analyses, a peer review of an analysis and a presentation of an analysis.

## *SKI2049 Argumentation I*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Fall / Spring | 1 / 4 | 2.5 | | Yes |

**Prerequisite**
Students who take the course need to have written at least one academic paper.

**Description of the skill**
In this skills training we work from two fundamental assumptions regarding arguments:

1. They have a specific structure, which can be made visible and evaluated.
2. The quality of an argument depends on its structure as much as it depends on its content.

In order to "get a grip" on arguments the course is divided into four parts that introduce information and exercises to gradually develop the skill of argument analysis. The first part will serve as an introduction discussing the general characteristics and typology of arguments. Furthermore, in this part students learn how arguments can be standardized and how argumentative structures can be visualized by drawing patterns. The core question this part of the course seeks to answer is: What is the structure of arguments and how can one reveal this structure?

In part two an informal but systematic method for evaluating the quality of arguments, the ARG-method, is introduced. By assessing the acceptability of premises, the relevance of premises with regards to the conclusion they are supposed to support, and the logical connection between premises and the following conclusion, the ARG-method enables us to examine both structure and content of an argument. In the third part the knowledge and skills provided in the first two parts will be applied to complete texts, seeking to isolate the arguments they present in a systematic way and evaluate whether or not they are good arguments.

Part four moves beyond the analysis of already existing arguments. In this part, standardization and patterns of arguments, as well as the ARG-method, will be used to construct arguments. Furthermore it will be practiced how the skills learned throughout the course can be applied for the purpose of writing academic papers.

**Note:** Students considering enrolling for the skill training in argumentation should be aware that the course will not focus on rhetoric and debating skills (although it can be assumed that the analytical skills acquired in this course will be helpful for debates).

**Intended Learning Outcomes**
This skills training provides a general introduction to the analysis of arguments. At the end of the skills training students should be able to:

- Identify and carve out the underlying structures and logical connections of written and verbal arguments.
- Translate these structures into a visual representation by drawing patterns of these arguments.
- Evaluate arguments with regards to their structure and content by applying Govier's "ARG method" (this entails the ability to identify fallacies).
- Build and present own arguments in a structured and cogent fashion, taking the evaluative criteria of the "ARG method" into account.
- Improve their approach to structure papers, exam answers and presentations.

**Learning Resources**

- E-reader with various articles and chapters on argument analysis and logic.

**Teaching and Learning Activities**
Assignment-based discussion in tutorial sessions.

**Assessment Methods**
A midterm assignment asking students to conduct an analysis of one of their own papers using the techniques of argument analysis and a final assignment in which students compose an argument of their own and present it.

## *SKI2077 Lab Skills: Cell Biology*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Spring | 4 | 2.5 | | No |

**Prerequisite**
This course is designed to be taken in combination with SCI2037 Cell Biology. Students who wish to take this course should concurrently enroll in SCI2037 Cell Biology prior to enrolling in SKI2077.

**Description of the skill**
The aim of this skills course is to develop competences in the performance of experiments and evaluation of results using common molecular genetics and cell biology techniques. The course starts with an introductory lecture providing information on the assignments as well as an introduction into Safe Laboratory Practice (SLP). Students will perform experiments on several different topics.
Topics included are:

- Cell culture
- Immunocytochemistry
- Immunofluorescence and imaging
- Western blotting
- Electron microscopy

**Intended Learning Outcomes**

- Explain the mechanism of immunocytochemistry
- Explain the mechanism of immunoblotting
- Explain the theory of fluorescence, confocal, and electron microscopy
- Execute laboratory experiments
- Examine the results of a laboratory experiment
- Present research clearly together with (an)other student(s).

**Learning Resources**

- A list of the suggested literature will be provided and will be available online or available in the Reading Room at UCM and/or in the library at the UNS50

**Teaching and Learning Activities**
Practicals, assignments as preparation thereof, and presentations about these practicals. The practicals take place at the laboratories of the Faculty of Medicine, Health and Life Sciences (FMHL) in Randwyck.

**Assessment Methods**
Assessment will be based on written assignments (in pairs of 2-3 students) prior to each practical, a presentation (in pairs of 2-3 students) to conclude the practical sessions, and a written exam in the final week.

## *SKI2079 Lab Skills: Human Anatomy & Histology*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Spring | 5 | 2.5 | | No |

**Prerequisite**
This course is designed to be taken in combination with SCI2009 Human Physiology. Students who wish to take this course should concurrently enroll in SCI2009 Human Physiology prior to enrolling in SKI2079.

**Description of the skill**
The aim of this skills training is to familiarize students with skills and knowledge concerning human anatomy and histology. The histology part entails a practical introduction to virtual microscopy, followed by microscopic studies of the histology of blood vessels, individual cell types and structures in diverse tissues of the circulatory, urinary, respiratory and digestive tract where the computer serves as microscope. All "virtual microscopy" and anatomy sessions have to be prepared at home using either a digital histology atlas (https://digitalhistology.org ) or a Powerpoint manual with internet links to the sections and tasks, or an interactive online manual on https://anatomytool.org.
In order to prepare the classes, you will find manuals on Canvas in the course SKI2079, and also on https://anatomytool.org . Please make an account on that website, using your university email address and upir student ID. Note down username and password, since you will need them repeatedly.

During the histology (virtual microscopy) sessions, students present those tasks to each other and questions can be asked to clarify issues. At the end of each session, students will have produced their own histology booklet, complete with annotated histology pictures.
If you have a histology book, it is highly advisable to use it, but the online atlas is very good. Please be aware that preparation will take 2 to 4 hours per session. The histology sessions will take place online. Students are encouraged to do the preparation together with a colleague, since this will lead to helpful discussions
The macroscopy /anatomy sessions will take place on campus and entail an introduction to the autopsy room. Students will perform observatory studies on corpses, models and human plastinates guided by a list of tasks and questions, part of which needs to be studied in advance at home. An interactive self-study manual is provided on https://anatomytool.org (further information available on Canvas). Again – preparation of each anatomy manual takes at least 2 hours.

**Intended Learning Outcomes**
- To gain knowledge and experience in microscopic studies of the histology of blood vessels, tissue types and organs.
- To gain knowledge and experience in macroscopic studies on corpses with regard to the anatomy of the thorax and abdomen.
- To gain knowledge and experience in macroscopic studies on human plastinates and models with regard to the anatomy of the kidney, lungs, heart, vessels and the digestive tract.

**Learning Resources (not obligatory)**
- Pawlina, Wojciech, and Ross, Michael H. *Histology: A Text and Atlas: With Correlated Cell and Molecular Biology, 8e* Lippincott Williams & Wilkins, a Wolters Kluwer business, 2020. https://premiumbasicsciences.lwwhealthlibrary.com/book.aspx?bookid=2583&sectionid=0
- Junqueira, *Basic histology, a text and atlas.* (13th ed.). Online edition: http://accessmedicine.mhmedical.com/content.aspx?bookid=574&sectionid=42524590
- Kierszenbaum, A. (2001). *Histology and Cell Biology*. (1st ed.). Philadelphia: Mosby. (UM-Library).
- Netter, F. (2020) *Atlas of Human Anatomy*. (8th ed.). Philadelphia: Elsevier. (UM-Library).
- Sobotta, J., Putz, R., Pabst, R., Putz, R., Bedoui, S. (2006). *Atlas of Human Anatomy.* (14th ed.). München: Elsevier. (UM-Library).
- Drake, R.L., Vogl, W., Mitchell, A.W.M., Shaw, A.-M., Gray, H. (2005*). Gray's Anatomy for Students*. Philadelphia: Elsevier. (UM-Library).
- Agur, A.M.R., Dailey, A. F. (2013) *Grant's Atlas of Anatomy*. (13th ed.) Philadelphia, Wolters Kluwer.A
- Practical instruction manuals and short atlasses (E-reader).

**Teaching and Learning Activities**
An introductory lecture, anatomy classes with pre-dissected specimens, online histology classes. The anatomy classes take place at the laboratories of the Faculty of Medicine, Health and Life Sciences (FMHL) in Randwijck at UNS50, 2nd floor, department of Anatomy and Embryology in either dissection hall 1 (Snijzaal 1) entrance via

F2.138A or dissection hall 2 (Snijzaal 2), entrance via F2.100A. The Histology sessions will be given online (Zoom), and require a stable internet connection.

**Assessment Methods**
Student evaluation will be based on four written short tests after every studied organ system (each 10% of the final grade), a written exam at the end of the course (60% of the final grade), and the students' behaviour during the practical sessions (formative).

## *SKI2083 International Negotiation*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Spring | 5 | 2.5 | | Yes |

**Prerequisite**
None.

**Description of the skill**
In this skills course students will learn about international negotiations and how countries, companies and institutions plan and seek to achieve their goals in a multicultural and often multilateral setting. Students will learn the negotiation and cultural skills necessary for completing a successful international negotiation: analytical, strategic, social and bargaining. Students are trained to analyze complex negotiation situations and to then apply the theories that they have learnt to maximize their outcomes.
After every simulation, the students discuss their strategies/ negotiation skills and outcomes with their peers and the tutor. In the final EU simulation, students will enjoy the challenging experience of participating in an international negotiation.

**Intended Learning Outcomes**
- To teach students the negotiation skills required to achieve optimal outcomes in a multicultural and often multilateral setting like the EU, UN or an international business meeting.
- To teach students to make a detailed diplomatic paper from the perspective of one of the following: an EU member state, EU institution, a non-EU state.
- Students will acquaint themselves with the negotiating approaches of the country, company, institution they are representing.
- To train students in planning negotiations carefully-deciding on the most useful alliances etc.
- Students will participate in a complex negotiation of around 4.5 hours where they will to put into practice what they have learnt.

**Learning Resources**
- Roger Fisher and William Ury, Getting to Yes Negotiating an agreement without giving in (2nd edition), Random House Business Books 2012.
- C. Moore, P.J. Woodrow, Handbook of Global and Multicultural Negotiation Jossey-Bass 2010.

**Teaching and Learning Activities**
Assignment-based discussion. The skills training also contains practical assignments.

**Assessment Methods**
A diplomatic paper and the final negotiation both of which are graded and position papers which are pass/fail.

## *SKI2084 Writing in an Academic Context: Improving Argumentation and Style*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Fall / Spring | 2 / 5 | 2.5 | | Yes |

**Prerequisite**
Choose a previously completed academic paper (written in English) before the course starts. If you are an exchange student and you have not written a paper in English before you will have to translate a paper before the course starts.

**Description of the skill**
To write effectively in an academic context is to be able to convey ideas in a manner that is clear, concise, and engaging. Writing in an Academic Context gives you the tools and techniques for this by teaching you about topics such as coherence, cohension, conciseness, and hedging. The course is extremely hands-on and mostly focused on what comes after the first draft has been written. It helps you polish your writing skills by 1) teaching you about the underlying mechanisms of effective academic writing, and 2) providing weekly practice sessions with targeted peer (and tutor) support that serve to consolidate theory and writing skills. In doing so, we will look beyond the content of academic articles to examine the fundamental mechanics of writing to adapt your writing for different audiences across disciplines and concentrations.

Practically speaking, choosing this course means that you will come to each class prepared having 1) read (and watched) relevant writing theory (found on canvas), 2) having completed exercises that require you to apply this theory in a practical manner, and 3) having written a short text that can be used for peer-review purposes. In class we will first discuss the exercises, paying attention to apply theory to the texts, followed by an in-depth discussion of your written text with a fellow student.

This course is interactive and writing intensive. Although sharing your writing with others can seem intimidating, this writing course is a safe space for you to work, make mistakes, and improve your writing.

**Intended Learning Outcomes**
- To understand theories of effective academic writing.
- To recognise elements of effective writing and be able to apply them to your own writing.
- To give in-depth and encouraging feedback to fellow students' writing assignments.

**Learning Resources**
- Readers and lectures on student portal.

**Teaching and Learning Activities**
Tutorial group meetings, a lecture, full-class discussions and small group discussion, weekly readings, and home exercises.

**Assessment Methods**
1) Rewrite an old paper based on the writing theory taught in this course.
2) Write a self-reflection showing how you *apply* this writing theory by a) explaining the writing theory (briefly) and b) showing (through examples) how applying this theory made your academic writing more readable and interesting.

## *SKI2085 Ethnography and Qualitative Interviewing I*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Fall | 1 | 2.5 | | No |

**Prerequisites**
SKI1004 and SKI1005 Introduction to Research Methods I and II and PRO1012 Research Project.

**Recommended**
This course is for students with a background or sincere interest in sociology, anthropology and/or cultural studies.

**Description of the skill**
Qualitative Research is an overarching term for a diverse range of approaches and methods within different research disciplines. Qualitative researchers essentially "study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Ritchie 2003: 3). Ethnography is one form of qualitative research and means literally "writing culture" (Hesse-Biber 2006: 230). Often called "participant observation", ethnography is based on the simple idea, that in order to understand what people are up to, it is best to observe them by interacting with them up close and personal within their everyday lives. Ethnographers provide detailed accounts of the everyday practices of a culture, subculture, organisation or group by "hanging out", observing and recording the ongoing social life by taking fieldnotes and/or providing "thick descriptions" (Hesse-Biber 2006: 230).

This is part one of an overall sequence of three skills trainings within which students design and implement their own study, analyze the data collected, and report on their research findings. In this first module students will learn about various research tools, such as participant observation and qualitative interviewing. Students will learn how to take fieldnotes and will be introduced to various forms of interviewing, such as the structured interview, the in-depth interview, focus groups and life history interviews. Taking fieldnotes and interviewing will be practiced in and outside of the classroom. Moreover, students will be guided through the process of crafting a feasible research question and the appropriate design for the study that they will pursue in the follow up modules of this course. The research questions will provide the basis for students' investigations. What is to be investigated is entirely up to the student(s). However they will be provided with guidance in the formulation of their topics.

In this course, students will have to conduct at least one interview, thus you will need to have access to a tape recorder and/or video camera.

***Note***: This is a time and labor intensive skills training, especially once you have begun data collection in the second module of the course. Most of the work that you are required to accomplish will occurr outside of the class setting. Students are expected to work independently and should count on having to invest an extra two to four hours per week for interviewing, transcribing the interviews and working on the data analysis.

**Intended Learning Outcomes**

- To get a general impression of the qualitative research process and its fundamental differences to quantitative data analysis.
- To become familiar with the "art" of qualitative interviewing.
- To practice taking fieldnotes.
- To provide students with hands-on experience in crafting their own study and writing a feasible research proposal.

**Learning Resources**

- Hesse-Biber, S.N. (2011). *The Practice of Qualitative Research*. Sage Publication, Thousand Oaks, California, Second Edition.
- Burawoy, M. (2000). *Global Ethnography*. Berkeley: University of California Press.
- Excerpts from several books on qualitative research that are available at the UCM reading room, for example, Silverman, D. (2005). *Doing Qualitative Research,* Rubin, H. (2005). *Qualitative Interviewing: The Art of Hearing Data* and Ritchie, J. (2003). *Qualitative Research Practice*.

**Teaching and Learning Activities**
Lectures, group discussions and in class exercises on interviewing and taking fieldnotes.

**Assessment Methods**
Presentation of two qualitative studies and a written research proposal.

## *SKI2086 Lab Skills: Biochemistry*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Fall | 2 | 2.5 | | No |

**Prerequisite**
This course is designed to be taken in combination with SCI2035 Biochemistry. Students who wish to take this course should concurrently enroll in SCI2035 Biochemistry or have taken SCI2035 Biochemistry prior to enrolling in SKI2086.

**Description of the skill**
Laboratory skills are essential for students who want to pursue a Life Science oriented master study. In this skills training you will get acquainted with the basic laboratory skills in biochemistry. Training involves safety and Good Laboratory Practice, as well as some essential biochemical techniques like DNA isolation, enzyme kinetics, absorption spectrophotometry, and protein gel electrophoresis. You will determine the presence of sugars and identify the types of sugars in unknown samples, solving a sugar-riddle. You will work in teams of two and prepare your own protocol for each practical.

**Intended Learning Outcomes**
- To develop laboratory skills in the field of biochemistry.

**Learning Resources**
- Reed, R., Holmes, D., Weyers, J., Jones, A. (2007). *Practical Skills in Biomolecular Sciences*. (3rd ed.). Essex: Pearson Education Limited (Reading Room).
- Practical instructions and background texts (E-reader).

**Teaching and Learning Activities**
An introductory lecture and practicals. The practicals take place at the laboratories of the Faculty of Medicine, Health and Life Sciences (FMHL) in Randwijck.

**Assessment Methods**
Student evaluation will be based on written protocol proposals (in pairs of two students) and lab journal entries for each practical, written lab reports (in pairs of two students) for 2 of the practicals, and a final practical exam (individual assessment).

## *SKI2088 Lab Skills: Genetics & Oncology*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Fall | 1 | 2.5 | | No |

**Prerequisite**
This course is designed to be taken in combination with SCI2022 Genetics and Evolution. Students who wish to take this course should concurrently enroll in SCI2022 Genetics and Evolution or have taken SCI2022 Genetics and Evolution before.

**Description of the skill**
The aim of this course is to introduce students to the basic principles and molecular techniques in genetics (in the context of oncology), to develop basic competences in the planning and performance of experiments and the evaluation of results. The course consists of 6 sessions of approx. 4 hours and covers topics such as RNA isolation/purification/quantification, staining procedures, protein detection, basic bioinformatics (commonly used databases, finding gene sequences of a specific gene, design amplification primers for a specific genetic region, etc) and image analysis using online available tools. Furthermore, this course provides basic knowledge on Good Laboratory Practice (GLP) and Laboratory Safety Regulations. Besides the hands-on time in the lab, each session requires preparation beforehand. Lab experience is not required, although biological and chemical background knowledge at secondary school level is recommendable for full understanding of the provided techniques. In the first lab session, pipetting skills will be trained or refreshed.

**Intended Learning Outcomes**
- To develop basic laboratory skills in the field of genetics in the context of oncology.

**Learning Resources**
- A course manual containing background information on the experiments and experimental protocols will be provided.

**Teaching and Learning Activities**
This course consists of an introductory lecture and 6 practical trainings. These take place at the laboratories of the Faculty of Medicine, Health and Life Sciences (FMHL) at the Randwyck campus (Universiteitssingel 40, 50 or 60).

**Assessment Methods**
An individual exam.
A quiz at the start of each practical training (first training is a practice quiz, which is not assessed).
General behavior and attitude during lab work will also be considered in the final grade.

## *SKI2091 Bullshit! Identifying Anti-Intellectualism*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 2 | 2.5 | SKI | No |

**Prerequisite**
SKI1008 Introduction to Academic Skills I, PRO1014 Introduction to Academic Skills II, SKI1004 Introduction to Research Methods I, SKI1005 Introduction to Research Methods II, PRO1012 Research Project.

**Co-Requisite**
HUM2009 Bullshit! Understanding Anti-Intellectualism

**Registration Procedure**
This new skills training is aligned with a new course and a new project about bullshit, which will run together as a pilot in 2025-2026. Students who take part in this pilot are required to participate in all three of these modules. Only 12-15 students can participate in this pilot. If you would like to be one of them, you can apply through the application form on Intranet (UCM Students). Please provide a short motivation (100-250 words) of why you want to enroll in the "bullshit" modules. A short follow-up conversation with the course coordinator may be part of the application procedure. Because the number of students for the pilot is limited, the course coordinator reserves the right only to select the students whom they consider most suitable. Students will be informed of whether or not they have been selected for the pilot within several weeks after the course registration deadline. If access to the pilot is denied, then you will be allocated to your backup modules. Please indicate your backup modules on your course registration form.

**Description of the skill**
"Bullshit" refers to a disregard for truth, a phenomenon that is contributing to the spread of "anti-intellectualism" in our "post-truth" era. This disregard for truth is aided by psychological biases, rhetorical strategies, developments within philosophy and religion, as well as the proliferation of fake news, alternative facts, and conspiracy theories, which are amplified by social media and AI-tools. The spread of anti-intellectualism is damaging public debates and democratic processes. This skills training focuses on everyday cases of "anti-intellectualism," to enable students to identify different types of truth claims and debunk bullshit ones through logical reasoning and critical fact-checking.

**Intended Learning Outcomes**
At the end of this course, students should be able to identify and debunk simple cases of anti-intellectualism. This means being able to:
[1] differentiate between various types of claims
[2] explain what makes a claim "bullshit," in general and in specific instances
[3] identify everyday examples of bullshit claims
[4] debunk bullshit claims based on logical reasoning and critical fact-checking
[5] reflect on one's own responses to claims with which one strongly disagrees

**IMPORTANT:** Note that this course will not steer clear of topics that could be considered controversial. Therefore, it may explore issues that evoke strong emotional responses in you and/or your conversation partners. If you choose to take this course, then you are expected to direct your private feelings and opinions into constructive contributions to the discussions and assignments. In this course, feelings and opinions may be used to start a discussion, but not to end one; they are an invitation for critical reflection. This means that you should use respectful and compassio-nate (body) language, provide logical arguments, and support claims with concrete evidence from credible sources.

**Learning Resources**
E-reader.

**Teaching and Learning Activities**
Tutorials.

**Assessment Methods**
Weekly assignments related to the entries in your personal "bullshit journal."

## *SKI3002 Argumentation II*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Fall | 2 | 2.5 | | Yes |

**Prerequisite**
SKI2049 Argumentation I.

**Description of the skill**
In this sequel to SKI2049 Argumentation I, we will zoom in on the structure of arguments. In the first part of the skills training the Toulmin model of argumentation is introduced. This model goes beyond the basic distinction of premises and conclusions as constituent parts of arguments by distinguishing the different functions that premises can fulfill. The Toulmin model is more flexible than argumentative analysis based on formal logic, but also more specific and logically rigorous than the tools introduced in Argumentation I. Therefore it can be a powerful tool for specific and sophisticated argumentative analysis. Such analyses will be conducted during this skills training, first on small, simplified academic arguments and afterwards on a larger scale, analyzing examples from real life discourse. Finally, in the midterm assignment, students are asked to apply the Toulmin model to design an argument themselves.

The second part of the course takes the analysis of argumentative structures a step further and the tools that are used are logically even more rigorous. This part introduces students to basic sentential logic, a strictly formal, almost mathematical approach to argument analysis. Sentential logic introduces a simple set of rules and procedures that allows students to test whether an argument is formally valid, i.e. if its structure is correct, independent of its content. To test for the validity of an argument in this way, the structure of English sentences will be separated from their content by translating the sentences into symbols; afterwards formal rules will be applied (by using truth tables and semantic tableaus) to check whether an argument logically works or not.

**Note:** Students should be aware of the abstract nature of formal logical reasoning when enrolling for this course. Learning this is highly valuable to train a particular way of thinking, but students might perceive this skill as less directly applicable to, for example, paper writing or discussions than the tools that are introduced in Argumentation I.

**Intended Learning Outcomes**
Argumentation II is the sequel to Argumentation I. In this respect the main objective of Argumentation II is to further develop the skills of argument analysis and design. The particular focus of this skills training will be on the structure of arguments. At the end of the course students should be able to:

- Identify and assess the different functions that different parts of an argument fulfill according to the Toulmin model.
- Formally evaluate the validity of arguments by applying the basic methods of sentential logic.
- Build and present arguments of their own according to the Toulmin model.

**Learning Resources**

- E-reader.

**Teaching and Learning Activities**
Assignment-based discussions supplemented by lectures.

**Assessment Methods**
A midterm assignment that requires students to design an argument using the Toulmin model and a written final exam on formal logic.

## *SKI3010 Evidence Synthesis 1: Study Designs in Systematic Literature Reviewing*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Spring | 4 | 2.5 | | No |

**Prerequisite**
SSC2061 Statistics 1 (argued exception is possible)

**Recommended**
SKI1004 Introduction to Research Methods I, SKI1005 Introduction to Research Methods, II SKI2007 Presentation Skills

*"I found the Evidence Synthesis course to be a valuable skills course. It offers a great opportunity to practice using R (or get hands-on experience with it for the first time) and to learn how to write and interpret meta-analyses and systematic reviews. The course is particularly useful for those who enjoy working with data and diagrams and are interested in disciplines that involve synthesising large amounts of quantitative data (e.g., medicine, psychology, economics). The course coordinator and tutor, Maurice, explains complex concepts in a clear and understandable way and always provides helpful guidance. The course is well-structured and organized—10/10 would recommend!" (Shiqiu Meng, capstone student, 2025)*

**Description of the skill**
*The Semester*
There are a lot of scientific publications. It is estimated that 1.8 million articles are published each year. Even in any chosen specific field tens of thousands of articles are published each year. For example, during the COVID-19 outbreak 23,500 articles were published on the topic in just the first wave. Any researcher or research-based professional is expected to synthesize the results of scientific studies for evidence-based decision making, regulatory approval or to identify the gaps in literature that need further research. Research synthesis and systematic reviewing are rapidly evolving academic fields using dedicated study designs, software, and statistical tools with applications in all research domains. In this semester, containing two skill trainings (in periods 4 and 5) and a project (in period 6), we will discuss the full scope of principles, concepts and methods of systematic literature reviewing, including meta-analysis (statistical pooling of outcomes of included component studies). You will learn about AI-assisted tools for literature reviews and also gain hands-on coding experience with the statistical programs JASP and R. Having had some exposure to with statistics or coding will thus help but is not a prerequisite. To facilitate the transparency requested of the modern scientist, you will be working in the Open Science Framework. The semester will teach you how to read and write academic papers. It is, as such, a good preparation for your capstone project and possibly later in your educational and academic career. In fact, one of our students won the Dies Natalis price for best BSc-thesis/honours program for 2024. Be warned: This is not the easiest semester to take. But at the same time is very doable if you keep-up on a weekly basis.

SKI3010 first teaches you some basic in empirical study designs and common effect measures. It will then teach you the general steps, procures and pitfalls of conducting systematic literature reviews following international guidelines and industry standards. You will receive lectures, workshops, and tutorial group meetings. In most of the tutorial group meetings, you will make a start with your homework assignment - with a teacher available to get you started and to ask questions. Attention will be paid to issues like the various approaches to reviewing the literature; strengths and limitations of the systematic literature review; reviews dealing with various types of primary study designs; structure of a systematic review and steps in conducting a systematic review; strategies, tools and sources for searching the literature; qualitative and quantitative data extraction from retrieved publications; and principles of methodological quality assessment of component studies (e.g., risk of bias assessment); and interpretation of review results; guidelines for systematic review protocol writing; guidelines for reporting on systematic reviews and computer software for systematic reviews. You will also receive lectures with examples how systematic reviews are being used in the professional world. Perhaps appropriately, as a thread throughout this first skills course we will be looking published experiments to reduce math and statistics anxiety among university students.

**Learning Resources**
E-reader

**Teaching and Learning Activities**
Lectures and tutorial group meetings, teamwork in groups of 1-3

**Assessment Methods**

7 weekly assignments: 5 progress updates (pass/fail), 1 peer review (20%) and 1 final assignment (80%).

## *SKI3011 Evidence Synthesis 2: Statistics Coding in Systematic Literature Reviewing*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Spring | 5 | 2.5 | | No |

**Prerequisite**
SKI3010 Evidence Synthesis 1 , SKI1004 Introduction to Research Methods I. (argued exception is possible)

**Recommended**:
Skills trainings research methods II (SKI1005), Presentation skills (SKI2007) and having an idea about the type of research you are most interested in.

*"The Evidence Synthesis semester was an enriching experience, thoughtfully structured into three modules that allowed for progressive skill-building. The opportunity to work on assignments during class time and receive immediate feedback from both classmates and the tutor made the learning process highly engaging and collaborative. Under Maurice Zeeger's guidance, I gained a deep understanding of systematic reviews and meta-analyses, versatile methods applicable across many research areas. This semester has been incredibly rewarding and has significantly enhanced my research skills; I highly recommend it to anyone interested in evidence-based research methods" (Alice von Seidel, Awardee of the 2024 Dies Natalis Price)*

**Description of the skill**
There are a lot of scientific publications. It is estimated that 1.8 million articles are published each year. Even in any chosen specific field tens of thousands of articles are published each year. For example, during the COVID-19 outbreak 23,500 articles were published on the topic in just the first wave. Any researcher or research-based professional is expected to synthesize the results of scientific studies for evidence-based decision making, regulatory approval or to identify the gaps in literature that need further research. Research synthesis and systematic reviewing are rapidly evolving academic fields using dedicated study designs, software, and statistical tools with applications in all research domains. In this semester, containing two skill trainings (in periods 4 and 5) and a project (in period 6), we will discuss the full scope of principles, concepts and methods of systematic literature reviewing, including meta-analysis (statistical pooling of outcomes of included component studies). You will learn about AI-assisted tools for literature reviews and also gain hands-on coding experience with the statistical programs JASP and R. Having had some exposure to with statistics or coding will thus help but is not a prerequisite. To facilitate the transparency requested of the modern scientist, you will be working in the Open Science Framework. The semester will teach you how to read and write academic papers. It is, as such, a good preparation for your capstone project and possibly later in your educational and academic career. In fact, one of our students won the Dies Natalis price for best BSc-thesis/honours program for 2024. Be warned: This is not the easiest semester to take. But at the same time is very doable if you keep-up on a weekly basis.

SKI3011 goes beyond the SLR and will give you the required statistical background to conduct a meta-analysis, a quantitative summary of all collected evidence. This time you will be choosing your own research topic to investigate, and you will be let a little more free with less assignments to complete. You be using real-world SLR management software and will get trained in the statistical software R and run analyses for the identification of publication bias; (semi-)quantitative pooling of component study results, assessment and the exploration of heterogeneity of study results (e.g., by using outlier analysis, cumulative meta-analysis, meta-regression analysis). You will finish this module with a draft scientific paper (introduction, methods, results) which will be further developed and polished in the final module of this semester PRO3017.

**Learning Resources**
E-reader, same as for SKI3010

**Teaching and Learning Activities**
Lectures and tutorial group meetings, teamwork in groups of 1-3.

**Assessment Methods**
5 assignments: 3 progress updates (pass/fail), 1 peer review (20%) and 1 final assignment (80%)

## *SKI3052 Ethnography and Qualitative Interviewing II*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Fall | 2 | 2.5 | | No |

**Prerequisite**
SKI2085 Ethnography and Qualitative Interviewing I.

**Description of the skill**
This is the second of a three module course on qualitative research methods. This module builds on what students have learned in part I and is designed to guide them through the steps of data collection for their own qualitative study. Students will work on gaining access to their research site and will begin the interview process and/or their observations and conversations with their research participants as participant observers. Students will be introduced to the process of transcribing the interviews, coding the data and memo writing. All three steps are part of qualitative data analysis. As students develop their research projects, they will be challenged to link their specific research questions to larger processes and forces. They will also be asked to consider who might find their research useful and how the results of their investigations might be utilized to promote social change. In-depth analysis of the intricacies underlying contemporary social, cultural, and political discourses and practices, provides the basis for good social research.

***Note***: This is a time and labor intensive skills training, especially once you have begun data collection. Most of the work that you are required to accomplish for the training will occurr outside of the class setting. Students are expected to work independently and should count on having to invest an extra two to four hours per week for interviewing, transcribing the interviews and working on the data collection.

**Intended Learning Outcomes**
- To provide students with hands-on experience in collecting data for their own study, i.e. students will gain experience in “doing observations”, taking fieldnotes, and qualitative interviewing.
- To experience transcribing interviews.
- To become familiar with qualitative data analysis.

**Learning Resources**
- Hesse-Biber, S.N. (2011). *The Practice of Qualitative Research*. Sage Publication, Thousand Oaks, California, Second Edition.
- Burawoy, M. (2000). *Global Ethnography*. Berkeley: University of California Press.
- Excerpts from several books on qualitative research that are available at the UCM Reading Room, for example, Silverman, D. (2005). *Doing Qualitative Research* Robin, H. (2005). Qualitative Interviewing: The Art of Hearing Data and Ritchie, J. (2003). Qualitative Research Practice.

**Teaching and Learning Activities**
Tutorial group meetings and lectures.

**Assessment Methods**
Key aspects of work produced during data collection and analysis.

## *LAN2000 Language Trainings*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Fall / Spring | 1 / 2 and 4 / 5 | 2.5 | | Yes |

**Prerequisite**
Language trainings are open to all UCM students. Within the UCM curriculum a language course counts as a 2000-level skills training. Each student can take up to two language courses or 5 ECTS in total. UCM uses a specific registration procedure for language trainings (see below). To determine the level of a course that is suitable to a student's proficiency in the language, the registration procedure might include an intake interview with a teacher of the language in question.

**Description of the skill**
Students can choose a language course from the list of courses that are on offer for UCM students as long as it is not English or their native language. It goes without saying that the choice of a certain language course can be related to future plans and the country students select for doing their semester abroad. However, this is not obligatory.

**Intended Learning Outcomes**
Please refer to the website of the Language Centre UM, www.maastrichtuniversity.nl/languages, for further information about the levels, intake requirements and content of the courses.

**Learning Resources**
Most courses use standard text- and workbooks that can be obtained at Boekhandel Dominicanen or via online order at Studystore.com, bol.com or any other webshop. In some courses materials will be used that the Language Centre UM has developed. Those materials will be handed out to you by your tutor or they will be sent to you by e-mail or Student Portal. Further information on the books that need to be obtained can be found at the website www.maastrichtuniversity.nl/languages.

**Teaching and Learning Activities**
Dutch courses run for 7 weeks (two sessions per week) or 14 weeks (with one session per week). The modern languages courses run for 14 weeks (with one session per week). Please note that the majority of language courses are taught in the late afternoon or evenings.

**Assessment Methods**
All language courses will use an attendance and assessment procedure to determine whether or not you have passed or failed the course. The test results will be graded on a 10-point scale.

**Attendance**
Language courses have an attendance requirement of 85%, which means that you are allowed to miss two sessions. If you miss three sessions you must give your tutor a valid reason. The tutor will then decide on the validity of the reason. Only if your reason is held to be valid, you will be given an extra task by the tutor. If you miss four sessions or more you fail the course.

**Registration procedure**
Indicate “LAN2000 Language Training” in the list of skills on the Course Registration Form. You will then be contacted to register for the specific course. If necessary the Language Center will send you a request for an intake interview to determine your current proficiency.

# Projects (PRO)

## *PRO1012 Research Project*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Spring | 6 | 5 | | No |

**Prerequisites**

SKI1004 and SKI1005Introduction to Research Methods I and II.

**Description of the project**

Research is "creative work undertaken on a systematic basis in order to increase the stock of knowledge […]". This goal can be achieved in a wide variety of ways. We can count "things", add them up, calculate statistics about them, and get a reliable overview of "things". We can also describe those "things" in great detail and question why they are the "things" that they are, and what that means in the context of those "things". Which approach is better? The answer is that this depends on what you want to learn about those ''things". In other words, if we want to "increase the stock of knowledge", it partly depends on which knowledge you are interested in increasing (your "puzzle'' and specific questions), and partly also on what you consider "knowledge" to be in the first place. In Research Methods I, we will address these issues in great detail, and we will go into how a research project can be set up in alignment with the answers to these questions.

Introduction to Research Methods I and II (SKI1004), Research Methods II (SKI1005), and the Research Project (PRO1012) form one coherent semester-long block of courses in which you will start from scratch and end with your own finished research project. Along the way, we will discuss a wide variety of research approaches frequently used in the humanities, social sciences, and the sciences. Another goal of this sequence of courses is for UCM as an academic community to further develop its multi/interdisciplinary character, and for students to be able to reflect and comment on each other's work, no matter how diverse that may become in the course of the next three years.

The Research Project is the conclusion of your research methods training, and an opportunity to put everything you learned in to practice. We will build on the foundation laid out in Research Methods I and Research Methods II. You ended Research Methods II with a final research proposal, which forms the starting point for the Research Project. Assuming that this final proposal was indeed fully ready for execution, you can start gathering data and/or analyzing your data from day one of the Research Project. You will finish with an extended paper that presents your findings.

For additional support during your Research Project, consider getting in touch with the UCM Methods Lab through www.MethodsLab.nl or info@methodslab.nl.

**Intended Learning Outcomes**

After doing the Research Project, you will know about:

- Conducting a well-designed research project from start to finish.
- Academic writing in the context of empirical research.
- Presenting empirical research outcomes.

**Recommended Learning Resources**

- Book chapters & journal articles announced in the course manual
- Readings relevant to your research project.

**Teaching and Learning Activities**

Research-Based Learning & tutorial group meetings for feedback on the research process and paper.

**Assessment Methods**

Grades are based on the final research project outcome. It is assumed that this normally takes the form of an empirical paper, but alternative forms such as a documentary, photographic exhibition, etc. are possible and encouraged if your tutor and the course coordinator approve. In addition, each research team presents their findings during the final conference (graded).

## *PRO1014 Introduction to Academic Skills II*

| Semester | Period | ECTS | Skills | Device Free |
|---|---|---|---|---|
| Fall | 2 & 3 | 7.5 | | Yes |

This course is not open to exchange students.

**Prerequisite**
None.
SKI1008 Introduction to Academic Skills I

**Note** that this is a project of 7.5 ECTS and is considered the equivalent of one regular 1000 level skills training and one regular 1000 level project. It runs over one regular course period and one project period.

**Description of the skill**
The transition from secondary to tertiary education is often experienced as a rather challenging one for students, especially considering the expectations at university regarding students' academic skills, such as essay writing, argumentation, or critical and analytical thinking. It is therefore imperative to support and train students right from the start to take on a professional ethos with regard to their university studies and their personal and academic development.

The second course of the Introduction to Academic Skills is split over two periods. For this, in period 2 we will continue to explore study skills, fine-tune academic writing skills, and practise information literacy skills – in other words, continue to develop the academic skills needed for success at UCM. Then, students will come together in groups to set up their research and writing project that will be the main focus in period 3.

In period 3, students are expected to put into practice all the skills in the Introduction to Academic Skills trajectory and write an extensive research paper. The project is mainly based on peer-to-peer education; by writing a paper in a small, interdisciplinary group, students will be able to both share their skills and knowledge and learn from each other.

**Intended Learning Outcomes**
- To analyze and apply principles of academic writing at UCM.
- To apply information literacy skills, such as formulating a research question/thesis statement and conducting a systematic literature search, and to critically assess sources of information
- To be able to determine what makes a good argument at UCM and apply tools to construct these.
- To be a safe space where freshmen students can ask questions and compare notes on their experiences.
- To acquaint Liberal Arts & Sciences students with the process and practice of writing an interdisciplinary research paper.
- To familiarize students with working in an interdisciplinary group.

**Learning Resources**
- Required reading material will be available in on Student Portal.

**Teaching and Learning Activities**
Lectures, tutorial group meetings and workshops.

**Assessment Methods**
Written assignments.

## *PRO2004 Project Academic Debate*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Fall / Spring | 3 / 6 | 5 | | No |

**Recommended**
SKI2007 Presentation Skills, SKI2049 Argumentation I.
Courses relevant to the available debate group topics.

**Description of the project**
Debating skills are an key component of academic life. This means that you should be able to defend your own position and refute opposing positions by providing substantial arguments based on relevant academic sources.

In this project, you will prepare, present and defend with peers a position for an academic debate on a specific topic. The available topics emerge out of a wide range of UCM courses from different concentrations. Students can submit their preferences for topics beforehand, but should be prepared to commit to any topic to which they are assigned. At the start of the project, each group will discuss their topic and settle on a concrete proposition for their final debate. After that, they splits up into a PRO ("yes") and a CON ("no") side; PRO will argue in favor of and CON will argue against the proposition. The two sides prepare separately for the final debate.

A crucial part of the preparation for their final debate is writing a collective position paper based on self-study of academic sources. The purpose of this position paper is to be informed about the topic of the debate, by developing arguments, anticipating counterarguments, and coming up with rebuttals to these counterarguments.

In addition, there will be practice debates, which focus on delivery. At least one of these practice debates will be scheduled in the lecture hall. The purpose of these practice debates is to familiarize students with the setting of a debate and to provide them with feedback on their public speaking skills. The topics for the practice debates will thematically relate to, but nevertheless significantly differ from, the proposition of the final debate.

**Intended Learning Outcomes**
- Acquire and/or improve communication and debating skills.
- Apply those skills to public speaking and debating.
- Become (more) informed on the topic(s) of debate.

**Learning Resources**
- Students will have to search, read and use academic literature on their debate topic themselves.

**Teaching and Learning Activities**
Introduction lecture and introduction workshop, tutorials (including two practice debates), final debate.

**Assessment Methods**
Individual presentation of an argument, collective academic position paper, practice debates, final debate.

## *PRO2011 Project Deep Reading*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Fall | 3 | 5 | | No |

**Prerequisites**
None.

**Description of the project**
In this project students will engage in a deep reading of a text linked to seminal themes and issues in the humanities, social sciences, or natural sciences. Deep reading is a process of thoughtful and deliberate reading through which a reader actively works to critically contemplate, understand and ultimately enjoy a particular text to the fullest extent possible. Rather than selectively skimming for facts or speed-reading for summaries, the process of deep reading means slowing down, re-reading and even stopping periodically to more fully contemplate specific pages or passages. Having considered and recognized what a text says, deep reading goes a step further and strives to reflect upon the broader implications or consequences of the text; i.e. what does the text 'do'? Although deep reading is a profoundly personal experience, within the context of problem-based learning the process of deep reading also rests on the premise that profound understanding and appreciation of a text emerges through group-based discussion and deliberation.

**Intended Learning Outcomes**
- Students will undertake an in-depth reflection and commentary on a single text or cohesive set of readings linked to seminal themes in the humanities, social sciences or natural sciences.
- Students will learn about the process of 'deep reading' as well as the *genre* of writing critical and substantive book reviews.

**Learning Resources**
- A single seminal text (classic or contemporary) or cohesive set of readings will be assigned by tutors.

**Teaching and Learning Activities**
Tutorial group meetings and individual and collaborative work.

**Assessment Methods**
Final paper in the format of an extended book review, presentation and reflective essay.

## *PRO2013 Project Design Thinking*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Fall | 3 | 5 | | No |

**Prerequisites**
None.

**Description of the project**
Design thinking is often seen as a key literacy and a form of problem-based-learning as it requires active participation in meaning-making and knowledge-creation. In this project students will engage with 'wicked' societal problems by using Design thinking to find a solution to an issue associated with one of the 17 UN Sustainable Development Goals (Figure 1).

Figure 1: The 17 UN Sustainable Development Goals

This approach is particularly apt for such difficult or intractable problems, having been developed to challenge existing assumptions, redefine problems, and ultimately develop meaningful products and services. As such, Design thinking is a process for creative problem solving that is used across industries, governments, not-for-profits, the cultural sector and in research. There are many instances of this approach, take for example, the development of a lamp that uses solar energy developed for those who don't have (reliable) access to electricity, or a location-based game to engage visitors of cultural heritage sites.

The starting point for Design Thinking is that analysing and discussing problems is not always the best way to solve them. This is especially true when we are facing new or particularly complex issues. In such cases, taking a design approach can be a better method to help to design solutions through an iterative design cycle (see Figure 2). This cycle includes identifying and understanding (empathising) with the people that you are trying to design a solution for, only then do you define the problem, followed by iterating through ideas and possible solutions, before developing a prototype, testing it, and coming up with a final solution.

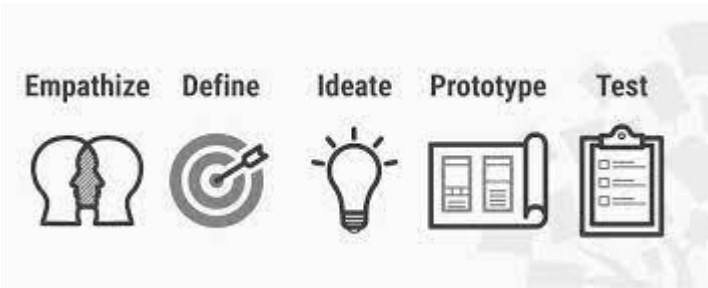

Figure 2: A typical design thinking lifecycle approach to problem solving

In this course students will take a Design Thinking approach from Empathising through Prototyping. Students will learn about theories and principles behind design thinking by actually doing design thinking through a project (of the student's choice) of social relevance.

**Intended Learning Outcomes**
- Students will critically reflect and conduct research on one of the UN's Sustainable Development Goals;
- Students develop a prototype for a product or service aimed at helping to realise this goal;
- Students apply design thinking skills in the implementation of the project utilising design thinking and
- Students critically reflect on the process and the product.

**Learning Resources**

- There is no general literature or course book that students need to buy or possess. Students will choose, read, and use literature that is specifically related to the topic of their project. They will also be assigned readings from articles, web-based sources, and #dariahTeach, an online open source teaching platform for the digital arts and humanities to further understand working within a Design Thinking mindset.

**Teaching and Learning Activities**

Lectures, tutorial group meetings and individual and collaborative work.

**Assessment Methods**

The assessment will consist of three assessments:

- A group midterm idea description describing the problem to be tackled accompanied by an annotated bibliography of what has already been researched or developed in the problem space
- A final group pitch consisting of a 1) oral pitch; 2) prototype, 3) one-page briefing document.
- An individual critical reflection on the process, the product, and your role in developing it

## *PRO3005 Public Policy Evaluation & Analysis Project*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Spring | 6 | 5 | | No |

**Prerequisite**
SSC3011 Public Policy Evaluation; and at least one of the following: SKI3002 Argumentation II; SKI2084 Writing in an Academic Context; and two additional 2000 or 3000 level courses in the social sciences field:(Social) psychology, political science, economics or/and sociology. SSC2053 Public Health Policymaking is highly recommended.

**Recommended:**
As current complex policy problems require a multi-disciplinary approach and as such a multi-disciplinary team, experience and knowledge of the following courses can be relevant and interesting as well: SSC2053 Public Health Policymaking; Ethnography and Qualitative Interviewing (SKI2085, SKI3052, and PRO3009); SKI2048 Introduction to Discourse Analysis; SSC2061 Statistics I; SSC3018 Statistics II; UGR3001 MaRBLE; UGR3003 Applied Research & Internship Project: SSC3033 Economic Psychology; SSC3009 Public Economics; SCI2010 Introduction to Game theory; SCI 3051 Data Analysis and there might be others you deem relevant.

**Description of the project**
In a 3 week engagement, you will deliver a group policy evaluation report and a blog post on a pertinent policy topic. The year's topic will be announced during the first day of the course. Students can email the course coordinator if they want to have further information before the start of the course. You are expected to frame the problem driving the policy and reconstruct it using a realist evaluation approach to understand and clarify how it intends to achieve its objectives. You would further propose two policy options that could achieve a similar goal. To analyse the policy options, your team will develop evaluation criteria using Multi-Criteria Decision Analysis (MCDA) to evaluate (the original policy and two proposed alternatives) and propose a preferred option as the best course of action. The report would have a maximum of 3000 words (10%+ rule!) in 1.5 line spacing (excluding references and annexes). The communicative output (blog post) must be a maximum of 1000. This output will be targeted at the university's website for publication.

In the project, students will systematically evaluate a real-life public policy. In doing so, they will work in small teams (probably 3 teams of 4 students per tutorial group). In the first week of the project, students will jointly design a research work plan and make agreements on how they will work together as a team. Supporting workshops will be organised on the analytical approaches that will be used for the project. This will include the realist evaluation approach, multi-criteria decision analysis (MCDA) and how to write a blog. The second week will be dedicated to researching the policy and evaluating it. Students also start working on their written reports and blogs during this time. Teamwork is critical in this stage to share and assign tasks. The final report and the blog post will be finalised and submitted in the third week.

**Intended Learning Outcomes**
- To introduce students to policy evaluation approaches, including the realist evaluation approach and multi-criteria decision analysis.
- To provide students with an advanced and in-depth experience in systematically conducting a public policy evaluation by analysing, proposing, deciding and evaluating a complex local, regional, national or global public policy (problem) with a multi-disciplinary team;
- To integrate and deepen student's knowledge of different relevant disciplines and courses into one field of application: public policy evaluation and analysis.
- To integrate and enhance students' experience in academic reporting and communication

**Learning Resources**

- Course manual and additional readings depending on the topic area

**Teaching and Learning Activities**

- Technical workshops
- Project (sub)group meetings

**Assessment Methods**

Teamwork is a collaborative venture where outcomes are shared equally among individual members. Hence, the final grade of this project is based on the performance of the team or (sub)group. Teamwork is an integral part of the learning experience. Assessment will be in 3 components, and this would include

- Project work plan – 10%
- A public policy evaluation and analysis (report) - 60%
- A communicative output (blog post) - 30%

## *PRO3008 Think Tank*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Spring | 5 & 6 | 7.5 | | No |

**Prerequisites**
The following modules are considered highly relevant in preparation of the project and at least two modules from the following list are required: HUM2059 Data Analysis and Visualisation for the Humanities and Social Sciences; PRO2013 Project Design Thinking; SKI2049 Argumentation I; SKI3002 Argumentation II; SKI2084 Writing in an Academic Context; SKI2048 Introduction to Discourse Analysis; Ethnography and Qualitative Interviewing (SKI2085, SKI3052, and PRO3009); Evidence Synthesis (SKI3010, SKI3011, PRO3017); SSC2053 Public Health Policymaking; SSC2061 Statistics I; SSC3018 Statistics II; SCI2043 Theory Construction and Modelling Techniques; SSC3011 Public Policy Evaluation; SSC3056 Innovation Systems, Policy and Sustainability Transitions; UGR3001 MaRBLE; UGR3003 Applied Research & Internship Project.

Note that this is a project of 7.5 ECTS and is considered the equivalent of one regular 3000 level skills training and one regular 3000 level project. It runs over one regular course period and one project period.

Students who participated and passed a previous edition of PRO3008 Think Tank cannot register for the new version of this project.

The coordinators would like to emphasize that 1) the project and the nature of the assignment require some experience in academia. It is therefore recommended for students in their fourth semester or later, 2) the project is time-consuming and has a high workload that requires high motivation. Students should have a broad interest in e.g. policy development and research and analysis. Due to the specific nature of the project and the fact that group work is an essential element, students should take into account that they need to be regularly available for group work and besides tutorial meetings.

Participating in Think Tank as part of the regular workload at UCM is doable but demanding. Therefore, having a higher workload due to e.g. additional or parallel projects is not allowed.

**Description of the project**
Students will form a 'think tank' and write and present an extensive and elaborate (policy) recommendation for an external client, i.e. a company or organization. The project coordinators will offer a topic in advance. A creative and critical analysis of the problem at hand will lead to the application of knowledge and skills acquired at UCM through previous course work, and new insights developed during the project.

The first weeks will focus on a problem analysis and an analysis of the knowledge and expertise of the members of the think tank. The other weeks will focus on doing research and reporting on that by means of a memo. The final weeks will deal with discussing and formulating solutions. During the final week students will present their report to their client.
Besides having meetings with their fellow students and a tutor, the group might meet with guest experts (either invited by the coordinators or by the students themselves) and undertake self-organized field trips and external visits in order to obtain the required information.

Note that students will receive an overview of the clients and assignments approximately one month before the start of the project. They are requested to indicate their preference by means of ranking. Based on that, students will be assigned to groups and tutors and scheduled accordingly.

**Intended Learning Outcomes**
- Let students work together and set up a problem analysis based on the assignment given by an external client, i.e. to develop skills concerning critical analysis, including the analysis of a problem, conceptualizing a problem as a case study (the ability to see the particular problem within a wider context), and to generate new knowledge relevant to the case at hand (Ernest Boyer's scholarship of 'discovery' and 'integration')
- Let students write a report based on an assignment that was given to them, i.e. skills related to formulating finding and recommendations in a comprehensive yet concise manner (Boyer's scholarship of 'application' and 'teaching')
- Let students present their report to the client's representative and a group of experts (Boyer's scholarship of 'teaching').

- Let students work together and do research based on the assignment that was given to them, i.e. to develop skills concerning organization of work, and collaboration in a team (not specifically related to Boyer, yet instrumental towards all four aspects at the level of collaborative learning).

**Learning Resources**

- There is no general literature or course books that students need to buy or possess. Students will choose, read and use literature that is specifically related to their topic.

**Teaching and Learning Activities**

Students will meet with their group by means of tutorial group meetings, external visits and workshops.

**Assessment Methods**

Problem analysis (group assignment), research memo (individual assignment), final group report and final presentation of the report (group assignment).

## *PRO3009 Ethnography and Qualitative Interviewing III*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Fall | 3 | 5 | | No |

**Prerequisites**
SKI2085 Ethnography and Qualitative Interviewing I and SKI3052 Ethnography and Qualitative Interviewing II.

**Description of the project**
This is the third part of a three module course on qualitative research methods. In this module students will be mainly engaged in writing the final analysis of their research findings. The relevance of their findings must be contextualized within the larger social and political forces within which the research is embedded. The course will end with a symposium where students will have the opportunity to present their research.

**Intended Learning Outcomes**
- To produce a comprehensive narrative of their research findings.

**Learning Resources**
- Hesse-Biber, S.N. (2011). *The Practice of Qualitative Research.* Sage Publication, Thousand Oaks, California, Second Edition.
- Burawoy, M. (2000). *Global Ethnography.* Berkeley: University of California Press.
- Excerpts from several books on qualitative research that are available at the UCM reading room, for example, Silverman, D. (2005). *Doing Qualitative Research Robin, H. (2005). Qualitative Interviewing: The Art of Hearing Data and Ritchie, J. (2003). Qualitative Research Practice.*

**Teaching and Learning Activities**
Weekly meetings to support the writing process and a two day undergraduate Symposium where students present their research to each other.

**Assessment Methods**
Writing up the final analysis of the research findings (5.000 - 6.000 words).

## *PRO3013 Science Research Project: Data Science*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Spring | 6 | 5 | | No |

**Prerequisite and registration procedure**
Courses that are appropriate for the project that you choose, which will be specified in the project description. Generally, it is assumed that students have taken one or more courses related to data science (such as SCI2011 Introduction to Programming, SCI2033 Datamining, SCI2036 Artificial Intelligence, SCI2039 Computer Science, SCI3051 Data Analytics).
The topic description will be made available on the intranet (UCM Students) at the time of the course registration period. If you would like to join this project you need to apply for it by filling in the application form on the intranet (UCM Students). Part of this form asks you to elaborate on your motivation to follow the project. This should cover an explanation as to how participating in the project adds to your curriculum, why you think you are well prepared to follow the project and an overview of the relevant courses that you took. The application needs to be submitted in advance of the course registration deadline.
Depending on the topic being offered the number of available spots might be limited. Therefore, the course coordinator reserves the right to only select the students that are deemed most suitable. It will be communicated in a timely manner, but no later than 6 weeks before the start of the project, whether the application for the project was successful. If access to the project is denied, then you will be allocated to a backup project. Please indicate the backup project on your course registration form.

*Note*: This is a time-consuming, full-time project with a high workload. In principle, students should take into account that they need to be available during entire weekdays throughout the project.

**Description of the project**
In the Data Science Research Project students will form a small research team and join an ongoing research project in the Institute of Data Science. The project will be driven by a research question to provide a solution to a domain-specific problem, which requires the application of Data Science methods. Your tasks will include all aspects of empirical research from the formulation of the research question, choosing and implementation of the right methodology, performing experiments, interpreting and analyzing results along with the scientific reporting of those results.
We encourage you to look at the institutes website to get an idea of ongoing research:
https://www.maastrichtuniversity.nl/research/institute-data-science.

**Intended Learning Outcomes**
- To provide students the opportunity to learn and apply knowledge about Data Science in the context of a team-based research project.
- To provide students first-hand experience of full-time academic research, by fully involving the team in an ongoing research project along with data science researchers.

**Learning Resources**
- There is no general literature or course book that students need to buy or possess. Students will choose, read, and use literature that is specifically related to their topic.

**Teaching and Learning Activities**
Students will meet with their group and supervisor in the institute on a daily basis.

**Assessment Methods**
The assessment depends for a large part on the supervisors and the projects. There will be (at least) two moments and (preferably) two forms of assessment (e.g. a presentation of the results during a general research meeting of the department and/or a written report of the findings).

## *PRO3014 Science Research Project: Biomedical Engineering*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Fall | 3 | 5 | | No |

**Prerequisite and registration procedure**
Courses that are appropriate for the project that you choose, which will be specified in the project description. Generally, it is assumed that students have taken one or more courses related to biomedical sciences (such as SCI2035 Biochemistry, SCI2037 Cell Biology, SKI2077 Lab Skills Cell Biology, SKI2086 Lab Skills: Biochemistry). The topic description will be made available on the intranet (UCM Students) at the time of the course registration period. If you would like to join this project you need to apply for it by filling in the application form on the intranet (UCM Students). Part of this form asks you to elaborate on your motivation to follow the project. This should cover an explanation as to how participating in the project adds to your curriculum, why you think you are well prepared to follow the project and an overview of the relevant courses that you took. The application needs to be submitted in advance of the course registration deadline.
Depending on the topic being offered the number of available spots might be limited. Therefore, the course coordinator reserves the right to only select the students that are deemed most suitable. It will be communicated in a timely manner, but no later than 6 weeks before the start of the project, whether the application for the project was successful. If access to the project is denied, then you will be allocated to a backup project. Please indicate the backup project on your course registration form.

*Note*: This is a time-consuming, full-time project with a high workload. In principle, students should take into account that they need to be available during entire weekdays throughout the project.

**Description of the project**
In the Biomedical Engineering Research Project students will form a small research team and join an ongoing research project in the Institute for Technology-Inspired Regenerative Medicine (MERLN). The project will be driven by a research question to provide a solution to a domain-specific problem, which requires the methods at the interface of biology and engineering. Your tasks will include all aspects of empirical research from the formulation of the research question, choosing and implementation of the right methodology, performing experiments, interpreting and analyzing results along with the scientific reporting of those results.
We encourage you to look at the institutes website to get an idea of ongoing research:
https://www.maastrichtuniversity.nl/research/institute-technology-inspired-regenerative-medicine.

**Intended Learning Outcomes**
- To provide students the opportunity to learn and apply knowledge in the field of biomedical engineering in the context of a team-based research project.
- To provide students first-hand experience of full-time academic research, by fully involving the team in an ongoing research project along with biomedical researchers.

**Learning Resources**
- There is no general literature or course book that students need to buy or possess. Students will choose, read, and use literature that is specifically related to their topic.

**Teaching and Learning Activities**
Students will meet with their group and supervisor in the laboratory on a daily basis.

**Assessment Methods**
The assessment depends for a large part on the supervisors and the projects. There will be (at least) two moments and (preferably) two forms of assessment (e.g. a presentation of the results during a general research meeting of the department and/or a written report of the findings).

## *PRO3017 Evidence Synthesis 3: Write Your Own Systematic Literature Review*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Spring | 6 | 5 | | No |

**Prerequisite**
Evidence Synthesis 2 (SKI3011)

**Recommended**
Skills trainings research methods II (SKI1005), Presentation skills (SKI2007) and having an idea about the type of research you are most interested in

*"The Evidence Synthesis semester was an enriching experience, thoughtfully structured into three modules that allowed for progressive skill-building. The opportunity to work on assignments during class time and receive immediate feedback from both classmates and the tutor made the learning process highly engaging and collaborative. Under Maurice Zeeger's guidance, I gained a deep understanding of systematic reviews and meta-analyses, versatile methods applicable across many research areas. This semester has been incredibly rewarding and has significantly enhanced my research skills; I highly recommend it to anyone interested in evidence-based research methods" (Alice von Seidel, Awardee of the 2024 Dies Natalis Price)*

**Description of the project**
There are a lot of scientific publications. It is estimated that 1.8 million articles are published each year. Even in any chosen specific field tens of thousands of articles are published each year. For example, during the COVID-19 outbreak 23,500 articles were published on the topic in just the first wave. Any researcher or research-based professional is expected to synthesize the results of scientific studies for evidence-based decision making, regulatory approval or to identify the gaps in literature that need further research. Research synthesis and systematic reviewing are rapidly evolving academic fields using dedicated study designs, software, and statistical tools with applications in all research domains. In this semester, containing two skill trainings (in periods 4 and 5) and a project (in period 6), we will discuss the full scope of principles, concepts and methods of systematic literature reviewing, including meta-analysis (statistical pooling of outcomes of included component studies). You will learn about AI-assisted tools for literature reviews and also gain hands-on coding experience with the statistical programs JASP and R. Having had some exposure to with statistics or coding will thus help but is not a prerequisite. To facilitate the transparency requested of the modern scientist, you will be working in the Open Science Framework. The semester will teach you how to read and write academic papers. It is, as such, a good preparation for your capstone project and possibly later in your educational and academic career. In fact, one of our students won the Dies Natalis price for best BSc-thesis/honours program for 2024. Be warned: This is not the easiest semester to take. But at the same time is very doable if you keep-up on a weekly basis.

***The Project: Systematic Review***
PRO3017 is a seamless continuation of SKI3011 where you finalise your meta-analysis and present it in a seminar and as a full academic paper. During the last 4 weeks of PRO3017 you will have dedicated time as there are no competing teaching modules running at the same time anymore. You are on your own now, but have access to online lectures, group meetings and QA sessions.

**Teaching and Learning Activities**
1 physical workshop in week 2, the rest online

**Examination**:
2 assignments: workshop presentation (20%) and 1 final assignment (80%)

## *PRO3018 Internationally Taught Project*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 3 | 5 | PRO | No |

**Prerequisite and registration procedure**
This project is available for second and third year students. As it there will only be a limited number of places available, you need to apply for enrollment in this project it by filling in the application form on the intranet (UCM Students). Part of this form asks you to elaborate on your motivation to follow the project. This should cover an explanation as to how participating in the project adds to your curriculum, why you think you are well prepared to follow the project and an overview of the relevant courses that you took. The application needs to be submitted in advance of the course registration deadline. The course coordinator reserves the right to only select the students that are deemed most suitable. It will be communicated in a timely manner, but no later than 6 weeks before the start of the project, whether the application for the project was successful. If access to the project is denied, then you will be allocated to a backup project. Please indicate the backup project on your course registration form.

**Description of the project**
The proposed course has as its overarching goal to offer students an educational experience that resembles as much as possible a foreign immersion without actually traveling abroad. It will enable UCM to offer courses about countries or regions not covered by the expertise of UCM/UM staff members. Courses can be offered on themes, topics and concerns that are of special interest to various regions and in which partnering universities have expert knowledge. This Project will enable students to combine knowledge gained in previous courses about internationally relevant historical developments, socio-cultural patterns, economic trends, political systems, etc., with analytical and communicative competencies gained in previous skills modules, around a theme proposed and introduced by the foreign-based co-coordinator of the course. The Project is designed as a shell (comparable to Think Tank), thus allowing for easy adaption to different international contexts.

Regarding the project on offer in January 2023: It will be on the topic of contemporary Japanese politics, the co- coordinator is Dr. Anoma van der Veere, Osaka University.
Participating students will be invited to examine whether it is possible to obtain a rich and reliable understanding the contemporary state of Japanese politics through the lens of popular culture. The traditional approach to exploring and communicating information about a nation's political system is through historical, legal and policy documents. But popular culture -- including animation (anime), comic books (manga), movies, television dramas, and music -- is itself inherently political. This can range from representing the extended family as the 'ideal Japanese home', to conspicuously straightforward anti-foreign sentiments (most frequently, foreign security threats). Student will be expected to examine a variety of different media and deconstruct imbedded narratives in an attempt to 'read' the political messages imbued in popular culture products and next compare and contrast these with traditional modes of examining Japanese politics.
**Note:** For an authentic experience, the tutor is based at Osaka University. This implies that he will attend sessions online. Students are nonetheless expected to be present in Maastricht during the project, since in person collaboration amongst students may be required.

**Intended Learning Outcomes**
This project will enable students to:

- Expand their knowledge base about a foreign country or region by effectively combining information available from public sources with insights gained from experts residing in that country or region;
- Translate knowledge gained about a particular aspect of a foreign country's identity into a practically relevant application (such as a policy, educational intervention, exhibition, etc.);
- Effectively cooperate with other members of an interdisciplinary team in a scholarly project;
- Reflect constructively on their experience of studying another country and appreciating its culture.

**Teaching and Learning Activities**
This is dependent on the preference of the co-coordinator. There will be tutorials and lectures provided.

**Assessment Methods**
Individual articles contributing to a report to be submitted for publication at the IAFOR Research.

## *PRO3020 Tackling Violence*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Spring | 6 | 5 | | No |

**Prerequisite**
SSC3061 Understanding and Tackling Violence

**Important:**
Please note that the course SSC3061 is closely linked to the project PRO3020. All students who take SSC3061 are strongly advised to take the follow-up project (except for Capstone students).

**Note: This is a time-consuming, full-time project with a high workload. In principle, students should take into account that they need to be available during entire weekdays throughout the project.**

**Description of the project**
Today, violence appears rampant across all levels and sectors of society. Media reports paint a grim picture of the world we live in – ranging from, for example, an increase of domestic violence on females since the pandemic started, to brutality and racism within law enforcement, and school shootings as a few examples. Violence seems to be a key aspect of human nature and has historically been an area of interest, from the violence in Roman arenas to modern video games and true crime fascination. Violence happens everywhere – at work, in schools, in health care facilities, on the streets, and at home. In our constantly evolving society, it has become one of the biggest societal issues to tackle. No matter which field of study a student focuses on, how to tackle crime and violence is relevant for everyone.

True comprehension of violence lies at the intersection of various disciplines. Facilitating such understanding will enable students to translate the complex nature of violence into practical prevention strategies and encourage curiosity beyond disciplinary boundaries. Students will identify situations in which violence presents a problem and, where possible, will interact with societal partners to develop potential solutions In this project, students will transform their newly acquired knowledge and skills into practical implementation by applying them directly to society's needs based on requests of the stakeholders.

**Intended Learning Outcomes**
The aim of the project is to provide students with an in-depth understanding of how to tackle violence in today's world. By the end of the course, students should be able

- to effectively cooperate in transdisciplinary teams and have gained the competence to effectively communicate within such a team;
- to engage with societal stakeholfders and identify solutions together;
- to synthesize the gained knowledge into effective strategies of violence prevention and prepare dissemination material.

**Learning Resources**

- E-reader.

**Teaching and Learning Activities**
Teamwork in small groups, possible field trips to potential stakeholders, possible training sessions in violence prevention, and weekly tutorial meetings.

**Assessment Methods**
Assessment is based on a presentation and a final assignment.

## *PRO3023 Instructional Design: Teaching, Learning and Assessment*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Fall | 2 & 3 | 7.5 | | No |

**Prerequisites**
It is necessary that students have passed several courses, skills trainings, and projects on a 2000 level and/or a 3000 level in Humanities, Sciences, and/or Social Sciences. The reason is that students will base their instructional design on a topic they have developed academic interest in and expertise on. It is therefore also recommended for students to participate in their fourth semester or later.

**Recommended**
SKI2007 Presentation Skills; SSC1005 Introduction to Psychology; SSC2019 Social Psychology; SSC3019 Human Reasoning and Complex Cognition.
Students who participated in and passed a previous edition of SKI3050 Preparing Conference and PRO3006 Conference should not sign up for this project due to overlap in content.

Note that this is a project of 7.5 ECTS and is considered the equivalent of one regular 3000 level skills training and one regular 3000 level project. It runs over one regular course period and one project period.

**Description of the project**
The aim of this project is to give students the opportunity to learn more about education and teaching and instructional design. For participating students, it will be an opportunity to gain experience with developing and designing intended learning outcomes and then implementing teaching and learning activities for a target group and audience. Students will inform themselves on different approaches to teaching and apply them to preparing lesson plans for e.g. lectures, trainings, workshops.

The content of the project is considered relevant for students who, in their future career, would like to teach knowledge or train skills in a wide variety of settings such as universities and schools but also businesses, organisations and institutions.

**Intended Learning Outcomes**
Students will be able to:

- Describe, explain and apply a taxonomy for teaching and learning.
- Describe, explain, apply and analyze constructive alignment in education by means of intended learning outcomes, teaching and learning activities, and assessment tasks.
- Describe, explain, apply, and analyze a framework for instructional strategy design, and design instructional strategies and instructional events.
- Describe, explain, apply, analyze and design strategies for motivation in learning.
- Design teaching and learning activities that align with intended learning outcomes.
- Design assessment tasks that align with intended learning outcomes.
- Create a lesson plan and implement it in practice with a selected audience.
- Evaluate a lesson plan based on implementation in practice.

**Learning Resources**

- Course book: Brown, A.H., & Green, T.D. (2024). *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice* (5th ed.). New York: Routledge.
- E-reader

**Teaching and Learning Activities**
Training, feedback and peer review in small groups.

**Assessment Methods**
Students will be assessed and graded on (1) a lesson plan, (2) implementation of a lesson plan, (3) peer reviews, and (4) an evaluation report of their teaching experience.

## *PRO3024 Intervention Mapping*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Fall | 2 & 3 | 7.5 | | No |

**Prerequisites**
Students need some background in behavioural sciences, logic and argumentation, and methodology. The following modules are considered highly relevant in preparation of the project. At least two modules from the following list are required: SCI2043 Theory Construction and Modelling Techniques;; SCI2022 Genetics and Evolution; SCI2044 Logic; SCI3046 Cognitive Neuroscience; SKI2049 Argumentation I; SKI3002 Argumentation II; Ethnography and Qualitative Interviewing (the skills trainings SKI2085, SKI3052 and the project PRO3009 are considered as one unit); SSC1005 Introduction to Psychology; SSC1029 Sociological Perspectives; SSC2004 Clinical Psychology; SSC2006 Developmental Psychology; SSC2018 Brand Management and how to Communicate about Brands; SSC2019 Social Psychology; SSC2025 Memory; SSC2050 Psychology and Law; SSC2053 Public Health Policymaking; SSC2061 Statistics I; SSC2062 Foundations of Cognitive Psychology; SSC2063 The Psychology of Individual Differences; SSC2065 Theories of Social Order; SSC3018 Statistics II; SSC3019 Human Reasoning and Complex Cognition; SSC3032 Atrocity Triangle: A course on the Causes of Gross Human Rights Violations and their Aftermath; SSC3033 Economic Psychology; Understanding and Tackling Violence (the course SSC3061 and the project PRO3020 are considered as one unit).

Note that this is a project of 7.5 ECTS and is considered the equivalent of one regular 3000 level skills training and one regular 3000 level project. It runs over one regular course period and one project period.

**Description of the project**
Intervention Mapping is a planning approach for developing behaviour change interventions. It is based on using theory and evidence as foundations for assessing and intervening in for example health problems. (Bartholomew Eldredge, Markham, Ruiter, Fernàndez, Kok, & Parcel, 2016). It is a rigorous approach that allows for the development of for example health education and health programs.

Although most frequently applied in the fields of health and social psychology, intervention mapping has proven to be useful in many other settings in behavioural sciences as well that involve behaviour change. Therefore, the project is also relevant for students with an interest in for example politics, business and management, sustainable development, policymaking, etc. where behaviour change is required. The project will therefore allow for and encourage an interdisciplinary approach to chosen topics and problems to which the students want to apply Intervention Mapping.

**Intended Learning Outcomes**
Students will be introduced to the Intervention Mapping approach and its six steps which include the development of: 1) logic models of a problem, 2) program outcomes and objectives, and logic models of change, 3) program design, 4) program production, 5) program implementation plan, 6) evaluation plan.

Following the main course book (Bartholomew et al., 2016), students will train the following competencies:

- Choose and use a systematic approach to planning (health) promotion programs.
- Use behavior-oriented theories to understand (health) problems and to plan interventions.
- Use environment-oriented theories to understand (health) problems and to plan interventions.
- Develop a logic model of the factors that cause or influence the (health) problem that will be the focus of the intervention.
- Develop matrices of change objectives that specify what needs to change in behaviour and the environment to improve health and quality of life.
- Generate program ideas, including change methods and practical applications.
- Use information from steps 1-3 of Intervention Mapping to produce program materials.
- Develop an implementation plan to enable adoption, implementation, and maintenance of the (health) promotion program.
- Develop an evaluation plan based on the previous steps of Intervention Mapping.
- Make decisions about whether and how to adapt an evidence-based intervention.

**Learning Resources**

- Course book: Bartholomew Eldredge, L. K., Markham, C. M., Ruiter, R. A. C., Fernàndez, M. E., Kok, G., & Parcel, G. S. (2016). *Planning Health Promotion Programs: An Intervention Mapping Approach* (4th ed.). Hoboken, NJ: Wiley.
- E-reader.

**Teaching and Learning Activities**
Tutorial group meetings.

**Assessment Methods**
Workbook, presentations.

## *PRO3025 Research Studio, Introduction to Artistic Research*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 5 & 6 | 7.5 | All | No |

**Prerequisites**
At least two of the following courses: HUM1003 Introduction to Cultural Studies: Doing Cultural Studies, HUM1011 Introduction to Art, HUM1012 Pop Songs and Poetry, HUM1016 Telling Stories, HUM2013 The Presence of Art, HUM2022 Digital Media, HUM2031 Cultural Studies II, HUM2047 The Future of Literature?, HUM2056 Cultural Memory and the Politics of Visualizing the past, HUM2060 Poetry, Poetry Theory and Poetry Practices, HUM3029 Literature, Art and Psychology, HUM3036 Narrative Media, HUM3042 Biopoetics, HUM3043 Acts of Literature.

Note that this is a project of 7.5 ECTS and is considered the equivalent of one regular 3000 level skills training and one regular 3000 level project. It runs over one regular course period and one project period.

**Description of the skill**

Research Studio invites to explore conducting research in an interdisciplinary team consisting of artists and academics. Bridging the domains of art and academia, Research Studio challenges students to get out of their 'comfort zone' and transfer their academic knowledge and skills to a new working environment. This interdisciplinary view on research is underpinned by the idea that art and academia are not separate domains, but 'particular kinds of experimental practices in a more general experimental culture' (Gere, 2010[3]). Taken together, this skills training and project trigger creativity, require adaptability and endorse critical reflection on established research practices, methods and ways of knowing. They challenge to critically consider the questions how do we know what we know? And what for?

The module starts with an introduction to practices of artistic research, which includes research approaches based on art practices as a means to acquire knowledge (see e.g. Borgdorff, 2012[4]). Next, the students will familiarize themselves with artistic research by trying it out themselves. In a small team they will conduct artistic research on a topical issue introduced by an experienced artistic researcher. The aim is not to turn UCM students into artists or to 'make art'. Instead, the aim is to explore ways in which practices and insights from the arts can help to get to know about the topic of the research. Hence, the project welcomes students from all concentrations. All team-members contribute based on their personal backgrounds, expertise and interests. No specific experience in an art practice is expected. Students should be open to experimenting with new or unfamiliar ways of conducting research, using for instance the body as a research instrument. After devising a research plan, the students will work with our resident artistic researcher(s) on their chosen questions by artistic and academic means and will work towards presenting their findings and their research journey in an 'Open Studio' at the end of the period.

**Intended Learning Outcomes**
Students will learn:

1. To familiarize themselves and engage with a variety of (artistic) research methodologies.
   This includes being able to recognize different forms of artistic research, being able to critically reflect on their application in different contexts and being able to relate them to (and potentially pair them with) academic methods of research.
2. Ways to engage in and discuss an art practice.
   This includes the use of artistic methods to generate knowledge (see objective 1) and the ability to distinguish between an art practice and artistic research.
3. Collaboration in a diverse and interdisciplinary team.
   This includes teamwork and communication skills as well as adaptability and reflection on one's strengths and weaknesses in contributing to the team-effort.
4. To transfer their knowledge and skills to a practical issue of societal concern.
   This includes critical analysis of the topic, recognizing what questions can be raised and what approaches can be taken to address these questions.
5. To communicate their research to a specific audience
   This includes finding an appropriate 'form' to communicate about their research that follows from the approach developed during the research process and reflects on the methodologies involved.

[1] In: Gardiner, H. and Gere, C. (2010). *Art Practice in a Digital Culture*. London: Routledge
[2] Borgdorff, H. (2012). *The Conflict of the Faculties. Perspectives on artistic research and academia.* Leiden University Press

**Teaching and Learning Activities**

As an introduction to research incorporating an art practice, the project involves a variety of activities from both the arts and academia. During the first part (skills training) the focus is on how an art practice can contribute to getting to know about the world, for example as a research method or by providing insight in what questions could be asked or how to come up with research questions. Assessment focuses on documentation of and reflection on the learning process. For this students start a personal research portfolio, which they continue until the end of the module. Additionally, they work towards creating a team research plan in which they include (insights from) an art practice they learned about. Next, they will work on implementing their plan During the second part (project) the focus is on how an art practice can play a role in the students' own research. Students will try out the practices they proposed in their own research project. In addition to the continued documentation of and reflection on the research process, assessment includes a presentation of their work in an 'Open Studio' at the end of the term. The Open Studio does not ask to present a final 'work' (e.g. paper, presentation or artwork) but rather to provide insight in the research journey and any findings, issues or ideas that came out of it.

## *PRO3026 Crossing Boundaries of Knowledge*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Spring | 5 & 6 | 7.5 | | Yes |

**Prerequisites and registration procedure**

This project is open to students primarily focusing on Social sciences (SSC) and who are in their their 2nd or 3rd year.

If you would like to join this project you need to apply for it by filling in the application form on the intranet (UCM Students). Part of this form asks you to elaborate on your motivation to follow the project. This should cover an explanation as to how participating in the project adds to your curriculum, why you think you are well prepared to follow the project and an overview of the relevant courses that you took. The application needs to be submitted in advance of the course registration deadline.

The number of available spots might be limited. Therefore, the course coordinator reserves the right to select the students that are deemed most suitable. It will be communicated in a timely manner, but no later than 6 weeks before the start of the project, whether the application for the project was successful. If access to the project is denied, then you will be allocated to a backup project. Please indicate the backup project on your course registration form.

**Description of the project**

Economists look at societal issues in an economic way, in contrast to sociologists, biologists, psychologists and historians. In this project, students should ponder and synthesise evidence from different science fields and investigative journalism on a topical societal issue. Candidate topics are: addiction as an earning model of businesses; the industry behind tax evasion and crime; how people get disciplined and encultured into certain ways of thinking; an archeology of needs (how these have changed in the course of history and why so); perverse links between desirables and undesirables (two examples are: cheap, unhealthy products and charity foundations from billionaires that got rich through dubious business). For a chosen topic, a group of students writes a substantive report (not an essay but a report in which evidence from multiple sources is pondered and combined). The findings from economics and business studies should combined with those of sociology and philosophy and attempts at knowledge integration by (investigative) journalists. The reports will be published in an on-line book.

**Intended Learning Outcomes**

- Students will learn to appreciate the limits of disciplinary theories and methods by comparing the findings from studies based on different ontologies and epistemologies → enhanced capacity for critical thinking regarding knowledge production.
- They will learn how to give the concrete and abstract its due (through attention to actual practices and sayings and the structures and mechanisms under which such practices are done (organizational values, pressures for money making, reputation protection, desires to do good and speaking truth to power).
- They will obtain first-hand experience with integrating the findings from disparate studies, through discussions in class and a joint writing task → enhanced capacity for knowledge integration (with attention to values, interlinkages and aspects that defy good measurement).

**Learning Resources**

- Scientific studies and journalistic articles on the topic of interest
- Lectures on interdisciplinary frameworks, knowledge integration and mixed-methods research

**Teaching and Learning Activities**

Tutorial group meetings and individual and collaborative work.

**Assessment Methods**

Final papers and a presentation. The (best) papers will be published as a book (in English) with the provisional title “Crossing boundaries of knowledge. Making better use of economics, sociology, biology, psychology and journalism”. An example book is Duurzaam Denken Doen.

About the coordinator: René Kemp is professor of innovation and sustainable development at the Maastricht Sustainability Institute (MSI) and professorial fellow at UNU-MERIT in Maastricht (The Netherlands). https://kemp.unu-merit.nl/

## *PRO3027 Bullshit! Debunking Anti-Intellectualism*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Fall | 3 | 5 | | No |

**Prerequisite**
SKI1008 Introduction to Academic Skills I, PRO1014 Introduction to Academic Skills II, SKI1004 Introduction to Research Methods I, SKI1005 Introduction to Research Methods II, PRO1012 Research Project, HUM2009 Bullshit! Understanding Anti-Intellectualism, SKI2091 Bullshit!: Identifying Anti-Itellectualism

**Registration Procedure**
This new project is aligned with a new course and a new skills training about bullshit, which will run together as a pilot in 2025-2026. Students who take part in this pilot are required to participate in all three of these modules. Only 12-15 students can participate in this pilot. If you would like to be one of them, you can apply through the application form on Intranet (UCM Students). Please provide a short motivation (100-250 words) of why you want to enroll in the "bullshit" modules. A short follow-up conversation with the course coordinator may be part of the application procedure. Because the number of students for the pilot is limited, the course coordinator reserves the right only to select the students whom they consider most suitable. Students will be informed of whether or not they have been selected for the pilot within several weeks after the course registration deadline. If access to the pilot is denied, then you will be allocated to your backup modules. Please indicate your backup modules on your course registration form.

**Description of the Project**
"Bullshit" refers to a disregard for truth, a phenomenon that is contributing to the spread of "anti-intellectualism" in our "post-truth" era. This disregard for truth is aided by psychological biases, rhetorical strategies, developments within philosophy and religion, as well as the proliferation of fake news, alternative facts, and conspiracy theories, which are amplified by social media and AI-tools. The spread of anti-intellectualism is damaging public debates and democratic processes. Building on the skills training, this project focuses on (more) complex cases of "anti-intellectualism," to enable students to identify and debunk fake news through logical reasoning and critical fact-checking.

**Intended Learning Outcomes**
At the end of this course, students should be able to identify and debunk complex cases of anti-intellectualism. This means being able to:
[1] identify complex cases of dis/misinformation, especially fake news items
[2] explain what makes something "fake news," in general and specific cases
[3] explain how fake news can be created (by demonstrating how to create it oneself)
[4] explain what makes fake news effective, that is, apparently convincing and reliable
[5] evaluate and debunk fake news based on logical reasoning and critical fact-checking

**IMPORTANT:** Note that this course will not steer clear of topics that could be considered controversial. Therefore, it may explore issues that evoke strong emotional responses in you and/or your conversation partners. If you choose to take this course, then you are expected to direct your private feelings and opinions into constructive contributions to the discussions and assignments. In this course, feelings and opinions may be used to start a discussion, but not to end one; they are an invitation for critical reflection. This means that you should use respectful and compassio-nate (body) language, provide logical arguments, and support claims with concrete evidence from credible sources.

**Learning Resources**
E-reader.

**Teaching and Learning Activities**
Tutorials.

**Assessment Methods**
[1] Find and fabricate news items, [2] develop a bullshit detector, [3] test the bullshit detector in a bullshit battle.

## *PRO3028 Science Communication: Disseminating your Research to Broader Audiences*

| Semester | Period | ECTS | Project | Device Free |
|---|---|---|---|---|
| Fall/Spring | 3/6 | 5 | | No |

**Prerequisite**
PRO1012 Research Project and COR1006 Science, Reason and Human Progress.

**Recommended**
Courses where research is conducted (e.g. SKI2085 Ethnography and Qualitative Interviewing I, UGR3001 MaRBLe Undergraduate Research, PRO3013 Science Research Project: Data Science)

**Description of the project**
In academia, research findings are disseminated primarily among peers and often within close academic communities. However, there is growing recognition that research must also be relevant to society. Furthermore, with the increase of fake news, the importance of widely and effectively disseminating rigorous research findings is increasingly urgent (Rubin et al., 2023). While often associated with fields in the natural sciences, science communication is a broad concept that encompasses all areas of research, including the social sciences and the humanities.
Indeed, research from the natural and social sciences and from the humanities can (and should!) be helpful to a much broader audience. For example, research on the employability of liberal arts students (Kovačević, 2024) or studies on climate change and disaster management (Kohn et al., 2013) have implications beyond academic circles, although each concerns a different audience. How can these findings be communicated to non-experts in clear and engaging ways?
In this project, students will work with one piece of empirical research produced during their UCM studies (e.g., in research methods, ethnography, Marble) or a research paper you wrote for a course in which you gathered various insights (e.g. evidence synthesis, literature reviews). You will become familiar with the fundamentals of science communication and develop your own plan and product for communicating your research findings. You will argue why the selected format fits your purpose and audience best.
The project output can take many forms. Perhaps you are trying to inform a specific neighborhood about recent gentrification around their area. Or perhaps your research shows that meditation can benefit student mental health. Depending on which audience you choose, your output will have to be tailored specifically to them. Some ideas include blog posts, podcasts, infographics, videos, social media posts, press releases, popular science books (short stories), among many others.

**Intended Learning Outcomes**
Recognize various forms of science communication

- Discuss the impact of forms of science communication on potential audiences and identify the appropriate audience and output for their project.
- Implement principles of effective science communication in their work.
- Design and implement a specific product for output dissemination.

**Learning Resources**

- Bucchi, M., & Trench, B. (2025). Science Communication: The Basics. Taylor & Francis.
- Cassidy, A. (2021). Communicating the social sciences and humanities: Challenges and insights for research communication. In Routledge handbook of public communication of science and technology (pp. 198-213). Routledge.

**Teaching and Learning Activities**
Lectures, group meetings for peer reviewing, individual work.

**Assessment Methods**
Create and present a science communication product, writing assignment.

## *CAP3200 Capstone*

| Semester | Period | ECTS | Capstone | Device Free |
|---|---|---|---|---|
| Fall / Spring | 1-3 / 4-6 | 20 | | No |

**Prerequisite**
To participate in Capstone students should be in their last semester at UCM (usually the sixth Semester, except for transfer students) and have at least 140 ECTS at the start of Capstone.

**N.B.**: Capstone encompasses the regular two skills trainings and project of a UCM semester. Participating in Capstone as part of the regular workload at UCM is doable, but demanding. Therefore, having a higher workload due to e.g. additional courses, skills trainings and/or projects is not recommended.

**Description of the project**
Capstone is the culmination of a student's academic work at UCM and is comparable in function to a Bachelor Thesis. It is a full semester module for which students receive 20 ECTS. Studens are expected to develop and carry out an individual research project. During the first weeks, students will work on finding an Advisor, developing an idea and suitable methodology for their capstone, resulting in a Proposal at the end of their first Capstone period.

Students work on Capstone individually, and are expected to complete their research project independently. Throughout the Capstone trajectory, the Advisor provides the student with advice and guidance on the content of the Capstone product. Although there will be open office hours with the Capstone team, the Advisor is the main point of contact for the student. Meetings with the advisor are intended for discussing the content of the Capstone and for receiving feedback on the work in progress and the final product. The student is expected to demonstrate professional behaviour and academic integrity both during contact with the advisor, as well as in their written communication and work.

A First Version of the capstone (at the end of the second period) will be discussed with the Advisor, allowing the student to make changes before submitting their Final Version of Capstone in the third period.

**Intended Learning Outcomes**
- The student is able to generate a specific research question that allows for conducting independent research.
- The student is able to justify a suitable methodology that aligns with the research question.
- The student is able to carry out independent research under supervision of an academic.
- The student is able to demonstrate professional behavior and academic integrity in their academic work.
- The student is able to implement constructive feedback in their academic work.
- The student is able to create an academic product that demonstrates they can adequately translate independent research into a final thesis.

**Learning Resources**
- There is no required literature. Students will select, read and use resources that are related to their specific Capstone topic. A list of useful resources is provided on Canvas.

**Teaching and Learning Activities**
Individual work, guidance from Capstone Advisor, and support hours from the Capstone Coordination Team.

**Assessment Methods**
- First period Semester: Advisor request; Capstone Assessment Approval Form (CAAF); Research Proposal.
- Second period Semester: First Version of the Capstone; presentation about the Capstone.
- Third period Semester: Final Version of the Capstone.

# Undergraduate Research (UGR)

## *UGR3001 MaRBLe Undergraduate Research*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall / Spring | 1 - 3 / 4 - 6 | 10 per semester | | No |

**NB:** Exchange students who are interested in doing the MaRBLe project can only apply if they stay for a full year and then only in their second semester.

**MaRBLe** is an acronym for **Ma**astricht **R**esearch **B**ased **Le**arning, and is Maastricht University's excellence programme that brings multidisciplinary scientific research to the bachelor phase. It is a semester long research program carrying 10 ECTS. It is no longer possible to do multiple MaRBLe projects unless you receive special permission by the Board of Examiners.

MaRBLe encompasses the two Skills and one Project offered during a semester. In most MaRBLe projects, the first course period will be mainly dedicated to an introduction into the specific field and related methodologies, and a research plan or proposal will be written. During the second and third periods, the students will engage in their own independent research, while staying in close contact with the other members of their group as well as their supervisor to discuss progress and challenges. At the end of each semester, UCM will organize a symposium during which all participating students will present their research to their fellow researchers and the larger UCM community.

**Prerequisites**
More than anything else, the MaRBLe undergraduate research program is aimed at students with a great appetite for learning and research. Students should ideally have a progress rate of ≥0.9, and a grade average of ≥7.5. In addition, specific courses may be required for particular projects (these prerequisites will be mentioned in the announcement of offered projects). At least as important as these 'technical' requirements, we expect students who apply for MaRBLe to be motivated, and to have a clear idea on how the project they apply for fits into their individual UCM curriculum. Students will apply through a special procedure, for which they can find instructions and an application form on the Intranet.

**Description of the project**
MaRBLe is a form of RBL, Research-Based Learning. In RBL, learning is based on research that students do themselves, rather than being dependent on research done before and by others. Small groups or individual students will conduct research under the guidance of a senior researcher. MaRBLe offers a unique opportunity to develop one's own research topic within the context of a pre-defined research program. In this way, student researchers will make an actual contribution to ongoing research, and will experience first-hand what is involved in doing research. During the project, specific skills will be addressed at the appropriate time: e.g. problem analysis, writing a proposal, data selection and analysis reporting and presenting

**Intended Learning Outcomes**
- To enhance the learning experience of students by integrating research into their undergraduate curriculum.
- To prepare students for graduate research by introducing them to and educating them in the relevant skills and knowledge.
- To emphasize the ability to identify and formulate academic problems.
- To select and apply relevant research methodologies accordingly.
- To reinforce the awareness of how academic work relates to society: how it may respond to trends and issues in society, and how it may initiate new ideas.

**Learning Resources**
Varies per research topic.

**Teaching and Learning Activities**
Research-Based Learning, group meetings and individual research.

**Assessment Methods**
Examination may vary and depends on the nature of the research conducted, but will at a minimum include:
- Research proposal (10%)
- Final presentation (20%)
- Final product (70%) – this can be a research paper, report, documentary, etc.

Further assessments can be set by the project supervisor.

For the most recent overview of MaRBLe projects, see the link below
http://bit.ly/UCMmarble

Students may also suggest their own custom project in close collaboration with a researcher at UM or elsewhere, but be aware that this requires significant additional time investments ahead of time. In addition, this process needs to be initiated well in advance of course registration. Contact the MaRBLe team at ucm-marble@maastrichtuniversity.nl for further information.

## *UGR3002 Undergraduate Research / The Documentary: Doing Visual Ethnographic Research*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Fall | 1 - 3 | 10 | | No |

**NB:** Exchange students who are interested in UCM Documentary can only apply if they stay for a full year and then only in their second semester.

**Prerequisites**
First year students are not eligible for this project. There are no prerequisites for this project, however, the ethnography skills track and a topic-related course such as HUM3036 Narrative Media are recommended. Essential requirements are enthusiasm and the motivation to work hard and to develop new skills. Students must apply for the project by writing a motivation letter, which should [i] explain how taking this project fits clearly into the student's academic plan; [ii] include an intended research topic; and [iii] provide a brief description of any working knowledge of digital film production or ethnographic research. Students with a progress rate of 0.9 and above and GPA of 7.5 and above are given priority, taking into consideration their motivation. Applications are submitted via: https://intranet.maastrichtuniversity.nl/en/ucm-students/courses/research-based-learning-courses/documentary

**Description of the project**
Many of us regularly turn to documentaries to learn about new topics from different perspectives. Audiovisual communication is increasingly saturating all aspects of our lives, and images and sound now constitute a large part of the information and entertainment we seek out and consume in daily life. In academia, too, audiovisual methods are increasingly part of the toolkit used to do research and share research with both specialist and general audiences. Audiovisual media, like documentaries, can broaden the topics we can research, add new dimensions to the knowledge we create, and make scientific findings accessible to diverse audiences. As such, filmmaking can be a way of conducting serious academic research – formulating questions, gathering, and analysing data, and presenting arguments – in novel and creative ways.

This project will extend your existing academic skills into a new arena by introducing you to an alternative medium for conducting and presenting academic research, namely: filmmaking. The project takes a visual ethnographic approach, emphasizing the value of (participant) observation. You will learn basic filmmaking skills and audiovisual research methods and use them to design and carry out your own research project in groups. The result will be a short (20-30 min.) research film, through which you will answer an academic research question in accessible, informative, and appealing ways. By the end of the project, you will have acquired the basic skills to design, record, and edit your own research film which deals with an academic question in a field of your interest.

The Documentary is a semester-long group research project carrying 10 ECTS. The level of the project is equivalent to that of a 3000-level course, as students are expected to acquire entirely new skills while building upon their existing academic knowledge and research skills. It encompasses the two skills trainings and the project offered during the Fall Semester. During the first period, students learn the theoretical and methodological underpinnings of visual ethnography and build basic camera skills. Groups are formed and develop their research proposals. In the second period, students conduct visual ethnographic fieldwork on their chosen topic. In the final period, students analyse their data and edit their documentaries to answer their research questions.

**Intended Learning Outcomess**
By the end of this project, students will:

- develop an understanding of the basic theoretical and methodological aspects of filmmaking as a research method (visual ethnography);
- acquire and apply basic research-filmmaking skills, i.e., planning, filming and editing; and
- produce a research film that investigates and answers a relevant academic question.

**Learning Resources**
E-Reader

**Teaching and Learning Activities**
Tutorial and plenary sessions, workshops, and feedback sessions.

**Assessment Methods**
A range of individual (fail/pass/excellent) and group (pass/fail and graded) assignments, including film reviews, camera exercises, research proposal and presentation, extended literature review, sample footage, fieldwork logbooks, filmmaker statements, and final film and synopsis.

## *UGR3003 Applied Research & Internship (ARI) Project*

| Semester | Period | ECTS | Concentration | Device Free |
|---|---|---|---|---|
| Spring | 4-6 | 10 | | No |

### Prerequisites and registration procedure

This project asks for highly motivated students, who are willing and able to work hard, and represent UCM at an external client.
Students who are interested in participating are invited to consult the list of clients on the UCM Intranet (see: https://intranet.maastrichtuniversity.nl/en/ucm-students/courses/research-based-learning-courses/applied-research-and-internship-project-ari). The list will be published at the start of course registration period. Specific prerequisites in terms of courses and skills apply for each case.
If you would like to join the ARI project you need to apply for it by filling in the application form on the Intranet page (see above link). Part of this form asks you to elaborate on your motivation to follow the project. This should cover an explanation as to how participating in the project adds to your curriculum, why you think you are well prepared to follow the project and an overview of the relevant courses you took. You also need to submit a CV and you might be invited for a personal interview with the client and the academic supervisor. The application needs to be submitted no later than the course registration deadline. If eligible, you can be invited for an interview.
This is a selective project. Therefore, the course coordinators reserve the right to only select the students that are deemed most suitable. It will be communicated in a timely manner, but no later than 6 weeks before the start of the project, whether the application for the project was successful. If access to the project is denied, then you will be allocated to backup modules. Please indicate the backup modules on your course registration form.

### Description of the project

In this project students will apply their academic knowledge and skills to a case presented by an external client (e.g. a company, a NGO or a governmental organization). The student produces an academically-grounded, but practically useful work-product that satisfies the needs of the client and UCM's academic requirements. The nature of the work-product differs depending on the discipline, client and case.
The research in this module is practice-based and catered to the needs of an external client. At the same time, the work for the client is research-oriented. The core of the project is the research the student conducts based on the case the client presents. In order for the student to gain knowledge about the client's professional environment, the context of the case and stakeholders involved, students are encouraged to visit the client's workplace and/or participate in client meetings regularly throughout the semester.

Similar to MaRBLe and The Documentary, the ARI project takes a full semester and replaces two skills courses and one project. During regular course periods students have one day per week available for ARI. During project period, they work on their ARI full time. The precise set-up of the project and the tasks per period depend on the individual assignment the student gets. At the end of the semester, the student presents their work to both the client and the academic supervisor. No general literature is assigned. Students need to select literature and conduct research that applies to their case.

### Intended Learning Outcomes

- To enhance the learning experience of students by providing an opportunity to apply academic knowledge and skills acquired at UCM to a real-life case from a client that is active in the work-field of the student's interest.
- To prepare students for applied problem solving and applied research outside academia.
- To provide students with an opportunity to gain insights in a professional context in their field of interest.
- To reinforce the awareness of how academic work relates to society and how academic knowledge and skills can be used to address practical, societal issues.

### Teaching and Learning Activities

This project is an individual 'live-case study'. Students meet up with their client and academic supervisor regularly. Additionally, students discuss and present their work in plenary tutorials at UCM.

### Assessment Methods

The assessment in this course includes writing a case-analysis and project proposal; writing a research update report and giving presentations. At the end of the semester, students hand in a specific 'work product'. The nature of this work product depends on the case and the client. Students and supervisors specify the scope, expected outcome and assessment criteria at the start of the project in a 'project contract'.

# Appendix:

# Courses at Maastricht Science Programme & University College Venlo

It is possible for UCM students to take courses at the Maastricht Science Programme and University College Venlo, provided they meet the prerequisites of those courses. As these programmes are sister programmes to UCM, the courses listed in this appendix are considered internal courses for purposes of graduation, meaning that they do not count towards the 60ECTS maximum for external education (keep in mind though that you still need a minum of 90 credits from modules within the UCM course catalogue). Students must register for these courses through the special course-booking module on the intranet (UCM Students; https://intranet.maastrichtuniversity.nl/en/ucm-students/forms-and-downloads/forms/external-education-mspucv), indicating backup courses on the course registration form. After students have filed the request, and upon approval from their Academic Advisor, the request is forwarded to the UCV/MSP Office of Student Affairs, where the course will be booked. Once they are booked, the courses will appear on Student Portal.

**Note that:**

- You can check in which periods the respective courses are offered and the full course description in the MSP online course catalogue (https://www.maastrichtuniversity.nl/education/bachelor/maastricht-science-programme/courses-curriculum) and in the UCV online course catalogue (https://www.maastrichtuniversity.nl/education/bachelor/university-college-venlo/courses-curriculum)
- UCM cannot guarantee that there is no clash of schedules between courses at MSP/UCV and courses at UCM. If there is a clash in schedules, it is not possible to follow the clashing modules but one.
    - Given the complexities of scheduling, the likelihood of clashes is relatively high. It is therefore recommended to take as many courses as possible within the same college (MSP/UCV) within a given period.
    - Indicate backup courses on your course registration form ,so you can follow the backup course in case of a scheduling clash. In case there is no clash, please contact the Office of Student Affairs to cancel the back up course.
- To take courses at MSP/UCV, students must meet the prerequisites. Students who are not certain if they meet the prerequisites should contact the coordinator of Academic Advising at MSP, Christopher Pawley (c.pawley@maastrichtuniversity.nl), or the Academic Advising Office at UCV (campusvenlo-advising@maastrichtuniversity.nl), to discuss whether they have sufficient knowledge to participate in that course.
- Please be aware that the resit periods at MSP/UCV might differ from those at UCM.
- These courses are not available to exchange students.
- Courses that are not listed in this appendix are considered to be external education and can be requested via the special course request procedure for external education.

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## *Courses Available at Maastricht Science Programme*

UCM students are welcome to register for the following courses, provided they meet the prerequisites. Students wishing to take courses not listed in this appendix may file a request with the Board of Examiners. More details on these courses are available in the MSP course catalogue:
https://www.maastrichtuniversity.nl/education/bachelor/maastricht-science-programme/courses-curriculum

| **code** | **course** |
|---|---|
| BIO2002 | Ecology |
| BIO2003 | General Botany |
| BIO2004 | General Zoology |
| BIO2005 | Evolutionary Biology |
| BIO2006 | Biotechnology |
| BIO2008 | Great Transformations in Vertebrate Evolution |
| *BIO3002* | *Ecophysiology* |
| BIO3004 | Animal Behaviour |
| BIO3007 | Tropical Biology |
| BIO3010 | Genomics and Proteomics |
| CHE2004 | Spectroscopy |
| INT1003 | Introduction to Biomedical Engineering |
| INT1005 | Commercializing Science and Technology |
| INT1007 | Introduction to Earth Sciences |
| INT2007 | Science in Action |
| INT2008 | Molecular Toxicology |
| INT2012 | Archaeological Science |
| INT2014 | Imaging Engineering |
| INT2013 | Fundamentals of Science Education |
| INT3002 | Advanced Microscopy: Theory and Applications |
| INT3003 | Biomaterials |
| INT3005 | Biobased Materials and Technology |
| INT3007 | Systems Biology |
| INT3008 | Regenerative Medicine |
| INT3011 | Landscape Archaeology |
| INT3012 | Science Education: Model-Based Inquiry |
| MAT2008 | Differential Equations |
| MAT2009 | Multivariable Calculus |
| PHY1101 | Introduction to Physics |
| PHY1003 | Mechanics |
| PHY2002 | Thermodynamics and Statistical Mechanics |
| PHY2003 | Vibrations and Waves |
| PHY2004 | Electromagnetism |
| PHY2007 | Optics |

## *Courses Available at University College Venlo*

UCM students are welcome to register for the following courses, provided they meet the prerequisites. Students wishing to take courses not listed in this appendix may file a request with the Board of Examiners. More details on these courses are available in the UCV course catalogue:
https://www.maastrichtuniversity.nl/education/bachelor/university-college-venlo/courses-curriculum

| code | title |
|---|---|
| VHU2001 | Normative Dimensions of Sustainability |
| VPR2004 | Strategic Marketing and Practice |
| VPR3004 | Project Management |
| VSC2102 | Homeostatic Principles |
| VSC2103 | Pharmacology and Toxicology |
| VHU2002 | History of Knowledge |
| VSC2201 | Epidemiology of Food; The Relationship Between Food and Health |
| VSC2203 | Food Technology and Processing |
| VSC2207 | Plant Biology and Agriculture |
| VSC2208 | Sensory Science |
| VSC2209 | Global Health Nutrition |
| VSC3101 | Gut Microbiology |
| VSC3102 | Healthy Life Cycle |
| VSC3201 | Clinical Nutrition |
| VSC3202 | Health Education and Communication |
| VSC3203 | Food Innovation |
| VSC3204 | Food Safety |
| VSC3206 | Nutritional Pharmacotherapy |
| VSC3208 | Food and Disease |
| VSC3302 | Bioinformatics |
| VSC3501 | Sustainable Food Production |
| VSC3502 | Planetary Health |
| VSK2002 | Lab Skills: Protocol Design |
| VSK2003 | Lab Skills: Biomolecular Techniques |
| VSK2006 | Clinical Lab Skills |
| VSK2007 | Risk Communication & Crisis Management |
| VSK2008 | Visualization and Data Storytelling |
| VSK2009 | Leadership skills |
| VSK2010 | Creativity and concept development of new business |
| VSK2012 | Integrated Sustainability Assessment of Climate Change |
| VSK2013 | Nutritional Assessment |
| VSK2015 | Lab Skills: Good Laboratory Practice |
| VSK3004 | Science Communication I |
| VSK3005 | Food Product Development |
| VSS2101 | Psychology of Eating |
| VSS2102 | Behaviour Change |
| VSS2203 | Finance and Investments |
| VSS2206 | Supply Chain Management |
| VSS3101 | Performance Psychology in Sports and Business |
| VSS3102 | Taste |
| VSS3202 | Consumer Behaviour |