

Bachelor European Studies year 1 regular

Faculty of Arts and Social Sciences

Language & professional skills: English Diagnostic Test

Full course description

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

Course objectives

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

Recommended reading

Materials provided during course.

EUS1507

Period 1

4 Sep 2017

8 Sep 2017

[Print course description](#)

ECTS credits:

0.0

Instruction language:

English

Coordinator:

- [N.P. Wylie](#)

Keywords:

Language skills.

Faculty of Arts and Social Sciences

Language & professional skills: mentor programme

Full course description

New study, new city, new country, moving, homesickness, relationships, money matters, friends, family, parents, sports, student association, internships, study load, study pressure, (re-)examinations, study stress, illness, procrastination, fear of failure, study doubts, choices you'll have to make... Transition from secondary school to university is never easy and the extent of this change often tends to be underestimated. Nearly all students will sooner or later experience a period during which their study does not work out the way they expected it to. Some consult friends or relatives, fellow students or the student advisor, others find a solution on their own. The Bachelor in European Studies also has a mentor programme to help its students tackle such challenges during the first year of their studies, the most critical year in university studies. Through several means we will help students to become successful. This includes the allocation to each student of a mentor, who will follow and advise them.

Course objectives

The Mentor Programme is aimed at helping students 'survive' their first year; at making them familiar with studying at university and at helping them navigate through the Bachelor, the faculty and the university. At the end of their first year students will have gained a better insight into their strength and weaknesses with regard to studying and study skills, including: • Independency; • Self-motivation; • Time management; • Distinguishing between important and less important issues; • Working with others; • Issues related to Problem-Based Learning.

Recommended reading

• Cottrell, S. (2013). The study skills handbook. (4th ed.). Basingstoke: Palgrave Macmillan; • Burns, T. & Sinfield, S. (2012). Essential study skills. The complete guide to success at university (3rd ed.). London: SAGE.

EUS1508

Period 1

4 Sep 2017

8 Jun 2018

[Print course description](#)

ECTS credits:

0.0

Instruction language:

English

Coordinator:

- [P.H.M.G. Bijsmans](#)

Teaching methods:

Lecture(s), Coaching

Assessment methods:

Portfolio, Assignment

Keywords:

Transition to higher education, study skills, mentoring, problem-based learning

Faculty of Arts and Social Sciences

The Idea of Europe. The European experience from a historical perspective

Full course description

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

Course objectives

At the end of this course, students will:

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

Recommended reading

Allock, A. (2002) A short history of Europe. From the Greeks and Romans to the present day.

London: Palgrave Macmillan
Delanty, G. (2013) Formations of European Modernity. London: Palgrave Macmillan

EUS1000

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [A. Labrie](#)

Assessment methods:

Written exam

Keywords:

The idea of Europe, identity, history.

Faculty of Arts and Social Sciences

Research skills: Introduction to Academic Research & Writing

Full course description

Students in the Bachelor in European Studies will encounter many writing assignments during their studies, culminating in their final Bachelor Thesis. This skills training course 'Research Skills: An Introduction to Academic Research & Writing' introduces students to academic research and writing, particularly in the interdisciplinary field of European Studies. It also serves as a prelude to other skills training courses, during which several major research skills and methods will be addressed in more detail. Introduction to Academic Research and Writing starts by discussing what makes academic research and writing different from other forms of writing. In subsequent tutor meetings we will discuss the importance of good research questions, various choices and decisions that have to be made during the academic research and writing process, acquiring and using different sources, the organisation of both the research process and the actual paper, and the importance of connecting to readers. In addition, lectures will introduce students to interdisciplinarity in European Studies, as well as to the uses of concepts, theories and methods in academic research. Throughout the course students will have to complete several hands-on assignments and at the end of the course they will have to submit their first academic paper.

Course objectives

At the end of this skills training course students will possess the basic skills to:

- Identify and take into account conventions of academic writing, including the European Studies Style Sheet;
- Organise their research process;
- Structure an academic piece of writing;
- Acquire and use different types of sources, whilst avoiding plagiarism;
- Make informed judgments and choices based on the knowledge and understanding acquired through their research;
- Build a balanced and convincing argument based on their reading of sources acquired through their research;
- Constructively and eloquently communicate the knowledge and understanding acquired through their research to academic and non-academic audiences;
- Assess and react to feedback from others, in particular their tutors, supervisors and peers.

Recommended reading

• Booth, W.C., Colomb, G.C. & Williams, J.M. (2008). The craft of research. (3rd ed.). Chicago and London: The University of Chicago Press;

• Creme, Ph. & Lea, M.R. (2008). Writing at university. A guide for students. (3rd ed.). Maidenhead: Open University Press;

• Kirton, B. & McMillan, K. (2007). Just write. An easy-to-use guide to writing at university. London and New York: Routledge.

EUS1001

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [P.H.M.G. Bijsmans](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Final paper

Keywords:

Academic research and writing, acquiring and using sources, Argumentation, (peer) feedback.

Faculty of Arts and Social Sciences

Language & professional skills: Academic English writing skills

Full course description

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

Course objectives

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

Recommended reading

Materials provided during course.

EUS1500

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

2.5

Instruction language:

English

Coordinator:

- [G.E. Campbell](#)

Teaching methods:

Lecture(s), Assignment(s)

Bachelor European Studies

Assessment methods:

Final paper

Keywords:

Language skills, writing.

Faculty of Arts and Social Sciences

Bloody Diversity. A history of European state- and nation-building

Full course description

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

Course objectives

At the end of this course, students have:

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

Recommended reading

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

EUS1002

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [B.J.J. Rulof](#)

Bachelor European Studies

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam, Final paper

Keywords:

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

Faculty of Arts and Social Sciences

Language & professional skills: Academic English writing and presentation skills

Full course description

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

Course objectives

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

Recommended reading

Materials provided during course.

EUS1501

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [G.E. Campbell](#)

Teaching methods:

PBL, Presentation(s)

Assessment methods:

Final paper, Presentation

Keywords:

Language skills, Writing, presentation

Faculty of Arts and Social Sciences

Fault Lines. Contemporary debates on diversity, identity and inequality in Europe

Full course description

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

Course objectives

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

Recommended reading

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

EUS1003

Period 3

8 Jan 2018

6 Apr 2018

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [R.P.J. Hendriks](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Take home exam

Keywords:

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

Europe and global politics since World War II

Full course description

This course explores the history and theory of international politics during the 20th century, placing the first decades of European political and economic integration in their historical context. Lectures introduce students to global political developments and the ways in which they influenced Europe's political trajectory. The module focuses on what Eric Hobsbawm called the 'short twentieth century', that is the period roughly from the First World War through to the end of the Cold War, which was characterized by ideological and geostrategic competition between the western and eastern 'blocs'. We will discuss how global politics informed the decision of European statesmen to pursue closer ties, as well as how their cooperation was shaped by international affairs. Looking beyond Western Europe, we will also discuss political developments in the Soviet sphere of influence and consider their impact on European integration since the end of the Second World War. The course thus puts the development of European integration in its global context and discusses developments at both sides of the Iron Curtain in parallel. By building explicit links to IR and to East European Studies, a multi-disciplinary way of studying the EU is opened. Another main purpose is to introduce students to basic theories of European integration, such as neo-functionalism and intergovernmentalism.

Course objectives

At the end of this course, students will:

- Have basic knowledge about the first decades in the development of the EU and the Soviet bloc in Central and Eastern Europe;
- Understand the global context of these developments;
- Be acquainted with basic integration theory.

Recommended reading

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

• Judt, T. (2007). *Postwar. A history of Europe since 1945*. London: Pimlico.

EUS1007

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [A. Sierp](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Take home exam

Keywords:

European integration history, Cold War, Eastern Europe, integration theory

Faculty of Arts and Social Sciences

Research skills: What is good science?

Full course description

Students in the first year of the European Studies curriculum have encountered numerous studies of the integration of Europe, European identity, and the history and formation of the European Union. For the researchers who compose these studies, this type of work is usually considered to be "scientific." But what does it mean to describe research as scientific? Are the social sciences "science" in the same way that the natural sciences are? Can researchers subject the social world to the same methods and expectations that are used to know the natural world?

This research training provides students with ideas and concepts that will help them reflect on these questions. We begin by studying the work of the philosophers Thomas Kuhn and Karl Popper who studied the nature of scientific knowledge: what it is, how it develops and progresses, and how it is verified. From there we move to questions concerning the nature of social scientific knowledge and the divide between the social and the natural sciences. We conclude by reviewing and comparing the paradigms, methods, and conceptual frameworks that characterize the discipline of European Studies.

This course will enable students to think seriously about how the development and verification of knowledge can be studied across different disciplines while also giving students important concepts and perspectives that can help understand the philosophical dimensions of European Studies.

Course objectives

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

Recommended reading

To be announced. Please see course manual.

EUS1505

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

ECTS credits:

2.5

Instruction language:

English

Coordinator:

- [D.M. Cressman](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

An Economist's Point of View

Full course description

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

Course objectives

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

Recommended reading

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

EUS1005

Period 4

5 Feb 2018

6 Apr 2018

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [N.D. Dytianquin](#)

Teaching methods:

PBL, Lecture(s)

Bachelor European Studies

Assessment methods:

Written exam, Presentation

Keywords:

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

Faculty of Arts and Social Sciences

Micro/Macro Economics, year 1

Full course description

The Micro/Macroeconomics (Micro/Macro) course is intended to complement An Economist's Point of View (EPV). In the sessions, the students are introduced to the basic principles and key economic concepts in microeconomics and macroeconomics. Microeconomics deals basically with the study of individual decision-making units and markets. Concepts such as the law of supply and demand, elasticity, cost and production functions, pricing and market failures such as asymmetric information, externalities, public goods, and imperfect market structures are covered.

Macroeconomics, in turn, deals with aggregate economic behaviour and looks at the economic objectives of stable inflation, full employment and high output growth as well as the policy instruments to achieve them through monetary and fiscal policies.

Course objectives

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

Recommended reading

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

EUS1008

Period 4

5 Feb 2018

6 Apr 2018

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [N.D. Dytianquin](#)

Teaching methods:

PBL, Lecture(s)

Bachelor European Studies

Assessment methods:

Written exam, Presentation

Keywords:

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

Faculty of Arts and Social Sciences

EU politics: theories, institutions and challenges

Full course description

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

Course objectives

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

Recommended reading

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

EUS1006

Period 5

9 Apr 2018

8 Jun 2018

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

- [A. Nastase](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam

Keywords:

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

Faculty of Arts and Social Sciences

Research skills: Analysing research designs

Full course description

Research design exists of making decisions with regard to methods whereby the research problem informs those decisions. In this course you will learn which choices researchers have to make with regard to research design and you will develop the skill to recognise and critically evaluate these choices. This objective is achieved through acquainting you with the ten-step approach to research design. You will learn how to use the ten-step approach to identify choices of research design in academic texts produced by scholars from various disciplines. In addition, you will gain some hands-on experience in doing research through applying methods suitable for the analysis of policy documents and newspaper articles. This practical experience will help you developing the skill to critically assess methods of data collection and data analysis. Finally, you will develop the skill to review an academic text in particular with regard to the applied research design.

Course objectives

To train students in their ability to identify, in an academic text, the steps involved in the development of a research design; To train students in their ability to critically assess academic research with regard to research design and research methods; To introduce students to the skills they need to acquire before they are being able to write their Bachelor Thesis.

Recommended reading

To be announced. Please see course manual.

EUS1509

Period 5

9 Apr 2018

8 Jun 2018

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

Bachelor European Studies

- [A.H. Schakel](#)

Teaching methods:

Lecture(s)

Assessment methods:

Final paper

Keywords:

research design, Qualitative methods, frame (discourse) analysis, media content analysis.

Second year courses

Please note:

Second Language Training, year 2 > Compulsory

In year 2 period 3 students choose 1 of the 2 offered electives: either EUS2005 International Relations *or* EUS2006 Placing Europe

Limited places; first come, first served!

Bachelor European Studies year 2 regular

Faculty of Arts and Social Sciences

EU law I. Institutional Law of the EU

Full course description

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

Course objectives

At the end of the course, students have acquired adequate knowledge, practical skills and a critical understanding of the following: • The legal foundations of the European Union (EU) and their special characteristics in relation to national and international law; • The EU institutions, their historical evolution, the horizontal relationship between them and the vertical relationship between the EU and its Member States (MS); • The legislative and decision-making process in the Union, the legal instruments in the form of secondary legislation and other measures • The question of choosing a

legal basis based on different EU policies • The legal and constitutional principles guiding the relationship among the EU institutions and between the EU and its Member States (principles of supremacy, legality, subsidiarity, proportionality and loyalty); • The legal and institutional principles, in the form of direct, indirect effect and Member States' liability, guarding and guiding the implementation and application of Union law; • The legal protection in the form of the implementation and enforcement mechanisms of EU law (infringement proceedings against MS, enforcement through national courts, direct actions to review EU actions). In addition, by the end of the course, students should have become familiar with legal thinking and legal reasoning, and should be able to: - Find legal instruments in paper or electronic format; - Keep abreast of legal developments; - Read a legal document and extract relevant information from it; - Construct a legal argument on the basis of EU law; - Use EU law, especially EU legislation, to give an opinion on a simple problem.

Recommended reading

To be announced. Please see course manual.

EUS2000

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [R.A. Ott](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Assignment, Written exam

Keywords:

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

Faculty of Arts and Social Sciences

Research Skills: Back to the Sources

Full course description

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

Course objectives

This training stimulates a critical and methodical attitude towards sources. At the end of this training, students will be able to:

- Differentiate between primary and secondary sources;
- Appreciate the importance of primary sources for the study of historical phenomena;
- Recognise the different characteristics and pitfalls of several types of primary sources.

Recommended reading

To be announced. Please see course manual.

EUS2512

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

3.5

Instruction language:

English

Coordinator:

- [E.P.M. Stoffers](#)

Teaching methods:

Assignment(s), Presentation(s), Work in subgroups, Paper(s)

Assessment methods:

Assignment

Keywords:

Research training, source criticism, historical methods, EU integration

Faculty of Arts and Social Sciences

Policy Domains. Analyzing the European Policy Process

Full course description

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

Course objectives

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

Recommended reading

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

EUS2001

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [M.J. Geary](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

EU policy-making, policy analysis

Faculty of Arts and Social Sciences

Language & Professional Skills: Negotiation skills

Full course description

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

Course objectives

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

Recommended reading

To be announced. Please see course manual.

EUS2504

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

3.5

Instruction language:

English

Coordinator:

- [E.V. Sapir](#)

Teaching methods:

Assignment(s)

Assessment methods:

Participation, Assignment

Keywords:

Negotiations, simulation games, diplomacy

Faculty of Arts and Social Sciences

International Relations: Contemporary Issues and Actors

Full course description

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

Course objectives

The two main skills that students develop are critical thinking and ability to form and express their own conceptually informed opinions on the major issues, actors and processes in IR today. At the

end of the course, when confronted with current events and latest news, students are able to understand these from a number of competitive conceptual perspectives, critically interpret them and quickly formulate a well-informed opinion. Other related skills include: • Efficient in-depth research and writing (on individually chosen topic for the final paper); • Quick reaction time in understanding, explaining and conceptually interpreting issues in IR (during tutorial presentations and discussions); • Effective team-work (in preparation for class discussions); • Persuasive presentation (of different topics in class); • Leading and facilitating discussions (both in small and big groups in class); • Efficient time-management (when preparing for tutorials and undertaking research on the final paper).

Recommended reading

To be announced. Please see course manual.

EUS2005

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

ECTS credits:

4.5

Instruction language:

English

Coordinator:

- [P.Y. Petrov](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

International Relations, actors, issues, theories.

Faculty of Arts and Social Sciences

Placing Europe: Cities, Regions, Borders

Full course description

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

Course objectives

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

Recommended reading

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

EUS2006

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

ECTS credits:

4.5

Instruction language:

English

Coordinator:

- [J.D. Lachmund](#)

Teaching methods:

PBL

Assessment methods:

Take home exam

Keywords:

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

Faculty of Arts and Social Sciences

Research Skills: Developing Your Own Research Design

Full course description

In this skills course the main aim is not to analyse other scholars' work and identify how they conducted their research, but to develop your own research design. The design we want you to develop is linked to the content course you are currently taking: International Relations or Placing Europe. In the research design you develop, you will particularly concentrate on the crucial steps that are relevant for the most commonly used types of research in the field of European Studies, be it historical, political, economic or sociological in nature: how to develop a good research question, how to identify the relevant theoretical or conceptual approach to help answer that question, and how to operationalize your approach.

Course objectives

At the end of this skills course you will have learned to:

Bachelor European Studies

- understand the differences between different types of research questions and formulate a relevant research question for the broader research puzzle at hand;
- select a relevant theoretical or conceptual framework related to the research question;
- apply your theoretical or conceptual framework (operationalization);
- explain and justify the various choices you make in the research design.

Recommended reading

Menken, S. and M. Keestra (eds.) (2016) An Introduction to Interdisciplinary Research. Theory and Practice, Amsterdam: Amsterdam University Press. [available as e-book]

Toshkov, D. (2016) Research Design in Political Science, Basingstoke: Palgrave Macmillan

EUS2511

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

ECTS credits:

2.5

Instruction language:

English

Coordinator:

- [E. Versluis](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Final paper

Keywords:

research design, research questions, Theory, operationalization

Faculty of Arts and Social Sciences

Comparative Politics and Government

Full course description

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

Course objectives

At the end of this course, students will have:

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

Recommended reading

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

EUS2002

Period 4

5 Feb 2018

6 Apr 2018

[Print course description](#)

ECTS credits:

4.5

Instruction language:

English

Coordinator:

- [A.B. Spendzharova](#)

Teaching methods:

PBL, Assignment(s)

Assessment methods:

Written exam

Keywords:

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

Faculty of Arts and Social Sciences

Area studies

Full course description

This course aims to provide an introduction into the study of a contemporary “area”, i.e. country, of the students’ own choice. It focuses upon both domestic and international aspects relative to a country’s political, social and cultural life and/or its involvement with other countries or international actors such as the European Union. It does so by means of self-directed research carried out by students in close cooperation with a tutor who guides his or her students through the complete research process. Students will engage with past or on-going aspects of their chosen country's social, cultural or political life by means of movies, documentaries, newspaper articles, music etc.

Course objectives

At the end of this course, the students have:

- Acquired a good knowledge of the “area”, i.e. country,

of their choice; • Improved their research skills (define and delineate research topic; formulate research questions; carry out the actual research; reflect upon the data in the light of theoretical perspectives; etc.) and their presentation abilities

Recommended reading

Please see course manual.

EUS2003

Period 4

5 Feb 2018

6 Apr 2018

[Print course description](#)

ECTS credits:

4.5

Instruction language:

English

Coordinator:

- [A. Sierp](#)

Teaching methods:

Lecture(s), Assignment(s), Presentation(s)

Assessment methods:

Presentation, Final paper

Keywords:

domestic society and politics, International Relations, Europeanisation, Comparative analysis, cultural studies, History

Faculty of Arts and Social Sciences

Research Methods: Introduction to Qualitative Methods

Full course description

Qualitative Research Skills aims to equip you with analytical tools in order to design and carry out case studies convincingly. In addition, this course is closely linked to Research Design course and to your Bachelor Paper. Most of you will be using cases in your Bachelor papers, so this is a good opportunity for you to learn how to select your case studies properly.

Course objectives

To provide the student with a basic understanding of qualitative research.

- To equip the student with sufficient information to appreciate how qualitative research is undertaken.
- To enable students to consider the appropriateness of a qualitative research to their chosen field of investigation.
- To provide the students with guidance on the collection, analysis and presentation of data in

qualitative research.

- To highlight the proper scientific way on selecting cases in academic research.
- To allow students to be able to apply a process tracing approach.

Recommended reading

To be announced. Please see course manual.

EUS2509

Period 4

5 Feb 2018

6 Apr 2018

[Print course description](#)

ECTS credits:

3.5

Instruction language:

English

Coordinator:

- [A. Dandashly](#)

Teaching methods:

PBL, Assignment(s)

Assessment methods:

Take home exam

Keywords:

Qualitative methods, case study research design

Faculty of Arts and Social Sciences

Making a European Market

Full course description

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

Course objectives

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

Recommended reading

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

EUS2004

Period 5

9 Apr 2018

8 Jun 2018

[Print course description](#)

ECTS credits:

4.5

Instruction language:

English

Coordinator:

- [N.D. Dytianquin](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam, Presentation, Final paper

Keywords:

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

Faculty of Arts and Social Sciences

International Economics

Full course description

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

Course objectives

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

Recommended reading

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

EUS2007

Period 5

9 Apr 2018

8 Jun 2018

[Print course description](#)

ECTS credits:

4.5

Instruction language:

English

Coordinator:

- [N.D. Dytianquin](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Written exam, Presentation, Final paper

Keywords:

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

Faculty of Arts and Social Sciences

Research Methods: Introduction to Quantitive Methods

Full course description

The objective of this skills training is to introduce students to quantitative data analysis. Students will be introduced to concepts such as the logic of causal order, levels of measurement and measures of central tendency and dispersion as well as statistical techniques, including measures of association, correlation and regression. The overall goal of the skills training is to show students how to interpret commonly used statistics and how to process data in order to produce a variety of statistical procedures. The tutorial sessions will meet in the computer lab to work with a statistical software package called SPSS.

Course objectives

AT the end of the course students will: 1) be familiar with the principles of the logic of causal order;

2) be able to identify the level of measurement of variables; 3) be able to interpret and produce measures of central tendencies, measures of association and correlation; 4) be able to interpret a regression output.

Recommended reading

Foster L, Diamond I. & Jefferies J. Beginning Statistics. An Introduction for Social Scientists (2nd edition). SAGE Davis J.A. (1985) The Logic of Causal Order (Quantitative Applications in the Social Sciences). SAGE Field A. (2013) Discovering statistics using SPSS (and sex, drugs and rock,n.roll). (4th edition). London: SAGE

EUS2507

Period 5

9 Apr 2018

8 Jun 2018

[Print course description](#)

ECTS credits:

3.5

Instruction language:

English

Coordinator:

- [L.R. Russo](#)

Teaching methods:

PBL, Assignment(s), Skills

Assessment methods:

Written exam

Keywords:

Quantitative data analysis, SPSS, survey research.

Faculty of Arts and Social Sciences

Analysing Research Designs

Full course description

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

Course objectives

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

Recommended reading

To be announced. Please see course manual.

EUS2508

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [A.H. Schakel](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Final paper

Keywords:

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

Third year courses

Please note these 3rd year elective courses:

EUS3003, 3007, 3006; In year 3 period 4 students choose 1 of the 3 offered electives

EUS3500, 3508, 3502, Second Language training; In year 3 period 4 students choose 2 of the 4 offered electives

EUS3004, 3005, ACU2007; In year 3 period 5 students choose 1 of the 3 offered electives

ES students cannot book ACU2007 themselves; please ask the front office to register this course for you > [study-fasos\[at\]maastrichtuniversity\[dot\]nl](mailto:study-fasos@maastrichtuniversity.nl)

Bachelor European Studies year 3 regular

Faculty of Arts and Social Sciences

Bachelor thesis

Full course description

The Bachelor Thesis is the final work of the Bachelor in European Studies and offers students the opportunity to explore their personal interests within the field of European Studies. In this 7,500-8,000 words research paper students should demonstrate that they are able to write a substantial individual paper that critically reflects on a topic of their own choice, while applying the knowledge and skills acquired in other European Studies courses and showing that they master the final qualifications of the programme. The writing of the Bachelor Thesis takes place during the sixth

Bachelor European Studies

semester (periods 3/4/5), meaning that individual and independent work on the paper is scheduled parallel to the regular study programme. Instead of normal tutor meetings, students will meet with their supervisor and fellow students in smaller groups organised around specific themes. They will also receive written individual feedback on the work submitted on four preset deadlines. Three lectures, a Skills Café and a Bachelor Thesis Conference offer further support and additional opportunities for feedback.

Course objectives

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

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

Recommended reading

- Booth, W.C., Colomb, G.C. & Williams, J.M. (2008). *The craft of research*. (3rd ed.). Chicago and London: The University of Chicago Press.
- Greetham, B. (2014). *How to write your undergraduate dissertation*. (2nd ed.). Basingstoke: Palgrave Macmillan.
- *Undergraduate Research Handbook*. Basingstoke: Palgrave Macmillan.

EUS3900

Period 3

8 Jan 2018

8 Jun 2018

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [P.H.M.G. Bijsmans](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

European Studies, Academic research and writing, final work, independent research paper.

Faculty of Arts and Social Sciences

EU law II. Substantive Law of the EU

Full course description

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

Course objectives

At the end of this course student will:

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

Recommended reading

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

EUS3003

Period 4

5 Feb 2018

6 Apr 2018

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [A.C. Broderick](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment, Written exam

Keywords:

Substantive law, the '4 freedoms'.

Faculty of Arts and Social Sciences

Lifting the Iron Curtain. Central and Eastern Europe in the New Europe

Full course description

Lifting the Iron Curtain. Central and Eastern Europe in the New Europe explores the political and intellectual history of the making and re-making of Eastern Europe. The course surveys key historical, social and political developments in Central and Eastern Europe in the context of the Second World War, the Cold War and its aftermath. It traces the region's political and socio-cultural legacies, as well as developments in the decades following Central and Eastern Europe's "return to diversity". While broadly interdisciplinary, the course puts a strong emphasis on the historical background of the region and on the issues of transition and Europeanization. The course addresses a series of key questions such as: Where is Eastern Europe? How did the communists come to power? Why did the communist regimes collapse? How do post-communist countries cope with the past? Are the economic and democratic transitions in the region completed? How does the EU influence Central and Eastern Europe?

Course objectives

After the successful completion of this course students should have: - acquired knowledge and a broad understanding about the recent history and developments in Central and Eastern Europe within the larger context of the Cold War and the European integration and globalization; - acquired the capacity to trace, use and interpret historical documents and evidence in order to support their views and arguments; - acquired the ability to write a short essay that combines analysis and theoretical reflection on questions regarding the history and recent developments in Central and Eastern Europe; - acquired the ability to communicate complex ideas about Central and Eastern European issues to their peers and others; - improved their learning skills, which should enable them to prepare for the final Bachelor Paper, as well as for their future education at Masters' level.

Recommended reading

Judt, Tony (2005) Post War. A History of Europe since 1945. Penguin; Rothschild, Joseph & Nancy M Wingfield (2008) Return to diversity. A political history of Central Europe since World War II (Fourth edition). Oxford University Press. Stokes, Gale (1996) From Stalinism To Pluralism: A Documentary History Of Eastern Europe Since 1945 (Second edition). Oxford University Press.

EUS3007

Period 4

5 Feb 2018

6 Apr 2018

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [P. Del Hierro](#)

Bachelor European Studies

Teaching methods:

Assignment(s), Lecture(s), Presentation(s)

Assessment methods:

Presentation, Take home exam

Keywords:

Central and Eastern Europe, history of communism, revolutions, transition, Nationalism,

Democratisation, Europeanization

Faculty of Arts and Social Sciences

Culture and Identity in a Globalizing Europe

Full course description

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

Course objectives

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

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

Recommended reading

Hopper, P. (2007). Understanding Cultural Globalization. Cambridge/ Malden, MA: Polity Press.

EUS3006

Period 4

5 Feb 2018

6 Apr 2018

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [D.E. Meacham](#)

Bachelor European Studies

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment, Final paper

Keywords:

Globalisation, culture and identity

Faculty of Arts and Social Sciences

Research Methods: Interviewing

Full course description

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

Course objectives

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

Recommended reading

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

EUS3500

Period 4

5 Feb 2018

6 Apr 2018

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [C.M.W. Douglas](#)

Teaching methods:

PBL

Assessment methods:

Written exam

Research Methods: Advanced Document Analysis

Full course description

Offered in a course period when students prepare their BA thesis in particular, this skills course aims to improve the students' ability to make good use of primary sources in their own research. Not only will this course focus on issues related to the selection and analysis of primary sources, it will also train the students how to fuse knowledge gained from such sources with information found in secondary, academic work. Thus, it will help them to reflect critically upon the manner in which arguments are construed in academic debates. In this respect, this course builds on previous courses (amongst which, Back to the Sources) offered so far in the curriculum as much as it aims to provide the students with the expertise necessary to make efficient and effective use of primary sources in their BA thesis.

Course objectives

At the end of this course, students will be able to use and analyze documents in an individual research paper.

Recommended reading

Material to be provided during the course.

EUS3508

Period 4

5 Feb 2018

6 Apr 2018

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [B.J.J. Rulof](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment

Keywords:

Research training, source criticism, document analysis, content analysis

Faculty of Arts and Social Sciences

Research Methods: Survey Research

Full course description

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

Course objectives

At the end of this course, students will possess:

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

Prerequisites

Participation in and completion of Research methods: Introduction to quantitative methods (Year 2, EUS2509), or equivalent course at another faculty.

Recommended reading

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

EUS3502

Period 4

5 Feb 2018

6 Apr 2018

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [G.I. Bosse](#)

Teaching methods:

Research, PBL

Assessment methods:

Written exam, Presentation

Keywords:

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

After Babel. Language Policies in Europe

Full course description

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

Course objectives

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

Recommended reading

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

EUS3004

Period 5

9 Apr 2018

8 Jun 2018

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

Bachelor European Studies

- [C.J. van Leeuwen](#)

Teaching methods:

Assignment(s), Lecture(s), Skills

Assessment methods:

Assignment, Participation, Oral exam, Written exam

Keywords:

Multilingualism, language policies, language behaviour, sociolinguistics.

Faculty of Arts and Social Sciences

External Relations of the European Union

Full course description

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

Course objectives

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

- Understand the main concepts and academic debates related to the external relations of the European Union;
- Critically assess the role of the EU in the world and analyse it.

Recommended reading

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

EUS3005

Period 5

9 Apr 2018

8 Jun 2018

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [G.K. Noutcheva](#)

Teaching methods:

Bachelor European Studies

Lecture(s)

Assessment methods:

Written exam

Keywords:

External relations, CFSP, trade, development

Faculty of Arts and Social Sciences

Power and Democracy

Full course description

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

Course objectives

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

Prerequisites

None

Recommended reading

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

ACU2007

Period 5

9 Apr 2018

8 Jun 2018

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [R.H. Gabriels](#)

Teaching methods:

PBL

Assessment methods:

Written exam

A long and winding road: The process of EU enlargement

Full course description

This e-learning course combines traditional face-to-face PBL tutorials with web-based teaching methods, including video-lectures and conferences and online assignments. The teaching staff includes experts from Maastricht University and Bilkent University as part of a cooperation between the two institutions. The course offers theoretical, historical and empirical insights into the process of European Union enlargement. It introduces students to the content and context of EU enlargement policy, accession conditionality and the debates on deepening and widening the EU. Students learn about the history of EU enlargement and the implications that each round had on the institutional and constitutional developments of the EU. The course also examines the impact of EU enlargement on specific policy areas, such as the Common Agricultural Policy and financial regulation, and on EU policies towards its close neighbourhood. Special attention is given to the prospect of Turkey's accession to the EU with two guest-lectures/video-conferences by Turkey-based University professors. This is an elective course and the number of available places is therefore limited.

Course objectives

The course sets out to provide students with an in-depth understanding of process of European Union enlargement, as one of the key features of post-war European integration, and detailed knowledge of its different facets, contents and consequences. The course promotes innovative educational methods by using web-based, e-learning tools.

Prerequisites

The course makes extensive use of web-based learning tools. Students need to have a computer/laptop with broadband internet access in order to complete the assignments and fully participate in the required online activities.

Recommended reading

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

EUS3020

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Bachelor European Studies

Final paper, Presentation, Take home exam

Keywords:

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

Please note:

Students can choose in their elective units of study electives offered by the faculty; a FASoS minor or UM minor; study abroad or an internship. (24 ECTS)

Bachelor European Studies year 3 electives

Faculty of Arts and Social Sciences

European Environments

Full course description

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

Course objectives

At the end of this course students will be:

- Able to understand, reflect on, and do research on the importance of the environment as a domain of European -both EU and domestic - policy and politics;
- Able to understand, reflect on, and do research on understand how human-environment relations in Europe have been shaped throughout history and in different cultural contexts;
- Able to understand, reflect on, and do research on environmental problems and the related political dynamics from a social-science perspective;
- Acquainted with major conceptual and methodological positions within the fields of environmental history and environmental sociology;

Able to critically access and contribute intellectually to practical initiatives of environmental sustainability promotion.

Recommended reading

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

EUS3001

Period 1

Bachelor European Studies

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [J.D. Lachmund](#)

Teaching methods:

PBL, Research

Assessment methods:

Presentation, Participation, Take home exam

Keywords:

Environment, environmental problems and policies, history, sociology.

Faculty of Arts and Social Sciences

Practicalities of Policy Making

Full course description

This skills training has a double objective. First, it gives the students a better understanding of the role of non-elected officials in the EU policymaking process; second, it gives an insight into future job perspectives in Brussels and beyond. Following an introduction by the course coordinator, the course consists of a series of lectures by high-level civil servants from different EU institutions (Council, Commission, European Parliament, etc.) and a lobbyist. The lectures are organised around the following questions: What is the role of the administrative level in political institutions such as the European Parliament, Commission, Council? How do the political and administrative level interact? How does intra and inter-institutional co-ordination take place? What is the accountability of the administrative level? Is there a single European administrative culture? What is the impact of enlargement on the administrative level? Each of the speakers also gives a brief introduction on his/her professional background and career. The lectures are supported by mandatory readings. The course includes a series of tutorials in which the reading material accompanying each of the lectures will be discussed.

Course objectives

At the end of this course students will:

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

Recommended reading

To be announced. Please see course manual.

EUS3504

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

Bachelor European Studies

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [C.U. Arnold](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Final paper

Keywords:

EU bureaucracy, civil servants, administrative governance.

Faculty of Arts and Social Sciences

One World

Full course description

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

Course objectives

At the end of this course, students will have:

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

Recommended reading

- McNeill, W.H. & McNeill, J.R. (2003) *The human web. A bird's eye view of human history*. New York: W.W. Norton.
 - C. Ponting (1991), *A green history of the world*, New York: Penguin.
- EUS3000

Bachelor European Studies

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [A. Labrie](#)

Teaching methods:

PBL

Assessment methods:

Written exam

Keywords:

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

Faculty of Arts and Social Sciences

Virtual ethnography

Full course description

During this course, students will be trained in a qualitative research method: virtual ethnography. Tutorials, lectures, and individual meetings will support students in understanding main aspects of virtual ethnography. They will learn how to conduct a virtual ethnography themselves and they will experience what kind of ethical and methodological issues might arise when choosing this approach. On the one hand, virtual ethnography requires students to investigate virtual environments, digital technologies and user practices. On the other hand, they need to use digital media as their research tools. This twofold challenge will also be addressed as part of the course. In order to connect this method to a field relevant to European Studies, students will investigate issues relevant to the Digital Agenda for Europe, a Europe 2020 initiative. A key objective of the “Virtual Ethnography” skills training is to provide a setting in which students experience that 1) doing research does not imply taking methodology from the shelves, and 2) that methods do not speak for themselves. The development of a research strategy involves interpreting, moulding, extending, combining or even transforming existing methods and tools. This is true for well-established research methodologies, but it is especially evident in the case of a new research methodology. This skills training is therefore organised around such a new research approach, i.e. virtual ethnography. The aim of the skills training is to further develop the basic research skills of students and their understanding of social science research methodology. To that end, critical reflection on their experiences in designing and doing virtual ethnography is an integral part of the assignment.

Course objectives

At the end of the course students:

- Are familiar with the research method of virtual ethnography
- Are able to apply a set of qualitative research methods;
- Have improved their skills in research design;
- Have a thorough understanding of the criteria for field site selection;
- Have improved their skills in planning research;
- Are able to use ethnographic observation techniques;
- Are able to collect detailed and relevant data;
- Are able to execute a detailed data analysis;
- Are able to

work in teams; • Are able to make use of ICT in research.

Recommended reading

* Gatson S. (2011): "The Methods, Ethics, and Politics of Representation in Online Ethnography". In: N. Denzin, & Y. Lincoln (Eds.), Handbook of Qualitative Research (pp. 513-527), London: Sage.

* Hine, C. (2000): Virtual ethnography. London: Sage.

* Pink, S. et al. (2015): Digital ethnography: Principles and practices, Los Angeles: Sage.

* Roginsky, S. (2014): Social network sites: an innovative form of political communication? A socio-technical approach to media innovation. The Journal of Media Innovations, 2, 97-125. (Available at: <https://www.journals.uio.no/index.php/TJMI/article/view/842>)

EUS3501

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [A.S. Richterich](#)

Teaching methods:

Lecture(s), Research

Assessment methods:

Oral exam, Presentation, Final paper

Keywords:

Ethnography, social media and digital technology, Internet research, political anthropology, virtual community

Faculty of Arts and Social Sciences

Internship

Full course description

In order to obtain the required 24 ects the internship needs to have a duration of at least 16 weeks full-time.

The fifth semester is a flexible semester (24 ECTS). We encourage you to spend your semester abroad, but you could also stay in Maastricht or elsewhere in the Netherlands to do an internship or take courses. Studying at another university (or in another programme) or undertaking an internship offers you the change of scenery and a chance to get a better insight into future master's programmes and career options. It also allows you to apply the acquired knowledge and skills, as well as to gain new insights.

Bachelor European Studies

Previous students have undertaken a wide range of internships with, for instance, non-governmental organisations, EU institutions, business firms and press organisations. This is a chance to apply your knowledge and skills in a professional setting. In addition, internships offer the opportunity to learn new skills and gain a deeper understanding of EU issues. An internship also may help in terms of employability. You will receive guidance from a Faculty supervisor and from the host organisation.

EUS9900

Year

1 Sep 2017

31 Aug 2018

[Print course description](#)

ECTS credits:

15.0

Instruction language:

English

Coordinators:

- [E. Versluis](#)
- [A.H. Schakel](#)

Faculty of Arts and Social Sciences

Extern

Full course description

The fifth semester is a flexible semester (24 ECTS). We encourage you to spend your semester abroad, but you could also stay in Maastricht or elsewhere in the Netherlands to do an internship or take courses. Studying at another university (or in another programme) or undertaking an internship offers you the change of scenery and a chance to get a better insight into future master's programmes and career options. It also allows you to apply the acquired knowledge and skills, as well as to gain new insights.

Studying abroad offers the opportunity to study certain issues in more depth, in a setting that may differ from FASoS (a different country, different teaching philosophy, etc.). FASoS has agreements with more than 100 European and non-European partner universities, where you can take courses in several fields, including European Studies, political science, international relations and journalism.

EUS9020

Year

1 Sep 2017

31 Aug 2018

[Print course description](#)

ECTS credits:

24.0

Instruction language:

English

Faculty of Arts and Social Sciences

Kunst- en cultuurbeleid

CWE3005

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

Dutch

Coordinator:

- [P.E.M.R. Fleskens](#)

Faculty of Arts and Social Sciences

Cultuuroverdracht in een museale context

CWE3004

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

Dutch

Coordinator:

- [J.J. de Jong](#)

Faculty of Arts and Social Sciences

Museum Meanings

Full course description

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

Prerequisites

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

ACU3004

Period 2

Bachelor European Studies

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [J.J. de Jong](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation and paper

Faculty of Arts and Social Sciences

Arts and Culture: Policy and Politics

Full course description

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

Prerequisites

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

ACU3005

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [P.E.M.R. Fleskens](#)

Teaching methods:

PBL

Bachelor European Studies

Assessment methods:

Final paper, Participation

Keywords:

Art, Culture, cultural policy

Extra electives year 2

Faculty of Arts and Social Sciences

World War II and Memory

ACU2022

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [P.A.J. Calje](#)

Teaching methods:

PBL

Assessment methods:

Presentation, Final paper

Minor

Minor Arts and Heritage

Faculty of Arts and Social Sciences

Paper Minor Arts and Heritage

Full course description

For further information please contact the course coordinator.

Prerequisites

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

Recommended reading

none

ACU3904

Bachelor European Studies

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [J.J. de Jong](#)

Teaching methods:

Lecture(s)

Assessment methods:

Final paper

Keywords:

Arts, Culture, heritage

Faculty of Arts and Social Sciences

Museum Meanings

Full course description

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

Prerequisites

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

ACU3004

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [J.J. de Jong](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation and paper

Arts and Culture: Policy and Politics

Full course description

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

Prerequisites

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

ACU3005

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [P.E.M.R. Fleskens](#)

Teaching methods:

PBL

Assessment methods:

Final paper, Participation

Keywords:

Art, Culture, cultural policy

Minor Differences/Inequalities: Introduction to Gender and Diversity Studies

Faculty of Arts and Social Sciences

The Making of Crucial Differences

Full course description

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

Course objectives

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

Recommended reading

Joseph Conrad: Heart of Darkness (1899, 1995) Penguin Classics Ann Mc Clintock: Imperial Leather: Race, Gender and Sexuality in Colonial Contest, Routledge 1995 Thomas Laqueur: Making Sex: Body and Gender from Antiquity to Freud, Harvard University Press 1990, Michel Foucault: The History of Sexuality Vol 1, London 1978.

MCD3000

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [U.G.S.I. Brunotte](#)

Teaching methods:

PBL, Presentation(s)

Assessment methods:

Presentation, Written exam

Keywords:

Dialectic of Enlightenment, Gender, Orientalism, Hegemonic Masculinity.

Faculty of Arts and Social Sciences

Crucial differences in the 21st century

Full course description

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

Course objectives

The main objectives of this course are:

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

MCD3001

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [L.B.N. van den Hengel](#)

Teaching methods:

PBL

Assessment methods:

Presentation, Take home exam, Final paper

Crucial Different Lives, Narrated (Auto-)Biographies

Full course description

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

Course objectives

This course aims to come closer to understanding differences through shifting the level of analysis to that of the individual self. It will start on the premise that the differences we have studied so far are not only constructed in discourse and power relations, but also orally narrated and represented in life-writing-documents. However, in individual ‘biographical work’, and minority stories the social scripts, gender norms and stereotypes of ‘Otherness’ are not only performed and repeated, but also exceeded. Rather than looking at constructions and performances of crucially different lives as separate ends, we will learn they exist in a continuum. Auto/biographical accounts — whether they are written, visualized or narrated— offer the possibility to investigate how the two approaches are interwoven into auto/biographical texts. The course will provide you with skills of reading and interpreting auto-biographical literature as well as with interview skills to conduct narrative interviews and analyze the biographical work of your interviewee. The course aims to assist you in analyzing the ways in which the categories of gender, ‘race’, class, and sexuality interact with one another in the formation of subjectivity, differences and ‘different’ selves.

Recommended reading

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

Sidonie Smith & Julia Watson: (2001). Reading Autobiography. A Guide for Interpreting Life Narratives, University of Minnesota Press.

MCD3002

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

Bachelor European Studies

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [U.G.S.I. Brunotte](#)

Teaching methods:

PBL

Assessment methods:

Presentation, Written exam

Keywords:

(Auto-)Biography, Interview, Lifewriting, Gender and Intersectionality

Minor Globalisation and Development

Faculty of Arts and Social Sciences

Globalisation and Inequality

Full course description

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

Course objectives

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

Recommended reading

Hopper, P. (2012). Understanding Development. Cambridge: Polity (+ several academic articles, book chapters, policy papers and websites)

MGD3000

Period 1

Bachelor European Studies

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [W.W. Nauta](#)

Teaching methods:

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

Assessment methods:

Assignment, Participation, Written exam

Keywords:

Globalisation, Development, the Global Goals for Sustainable Development, Colonialism, inequality, the agencies of development, Democratisation, Human Rights, Public health, HIV/AIDS, NGOS, Migration, remittances, food security, natural resources, land grabbing and global crises, BRICS, G20

Faculty of Arts and Social Sciences

Urban Development & Poverty in the 21st Century

Full course description

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

Course objectives

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

Recommended reading

Davis, M. (2006), Planet of Slums. London: Verso. (+ several academic articles, book chapters, policy papers and websites)

Simone, A. (2010), City Life from Jakarta to Dakar. New York: Routledge

Bachelor European Studies

MGD3001

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [B. Pasveer](#)

Teaching methods:

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

Assessment methods:

Assignment, Participation, Written exam

Keywords:

Development, Poverty, Urbanization, Megacities, Slums, Ecology, Space, Identity

Faculty of Arts and Social Sciences

Globalisation Seminar & Symposium

Full course description

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

Course objectives

At the end of the course, students:

- can describe some of the main debates in the field of migration studies
- are able to find, assess, and critically make use of secondary and primary data
- are able to formulate a research question
- are able to build an academic argument
- are able to conduct a literature review
- be able to deal with and incorporate feedback
- are able to write a full, well-referenced, research paper and position themselves in an academic debate

Bachelor European Studies

- are able to present their own work at a symposium

Prerequisites

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

Recommended reading

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

MGD3002

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [B.B. Dito](#)

Teaching methods:

Skills, PBL

Assessment methods:

Attendance, Final paper, Presentation

Keywords:

Migration, academic writing, symposium

Interfaculty Minor Art, Law and Policy Making

University College Maastricht

Introduction to Art: Representations, Performances and Interactions

Full course description

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

In engaging with the concept of mimesis, this course focuses on three central themes and

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

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

Course objectives

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

Prerequisites

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

Recommended reading

- Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. Princeton University Press, Princeton, 2003.
- Gombrich, Ernst. *Art and Illusion. A Study in the Psychology of Pictorial Representation*. Princeton University Press, Princeton, 2000.
- Schechner, Richard. *Performance Studies: An Introduction*. Routledge, London, 2002.
- Becker, Howard S. *Art Worlds*. University of California Press, Berkeley, 1984.

MIN0001

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

6.0

Coordinator:

- [C. Rausch](#)

Faculty of Law

Law and Art: The Free Movement of Cultural Property

Full course description

Law and Art - The Free Movement of Cultural Property is a course analysing the trade in artworks and cultural objects and their protection against various forms of threats from a legal perspective.

Artworks speak to our imagination and either fascinate or irritate (or bore) us and in the public discourse in the media it is the uniqueness of artworks that is emphasised: their uniqueness, their representation of the artistic genius, expressions of the human condition... Nevertheless artworks can be endangered during conflicts, can be stolen or looted, can be forged and the authenticity can be questioned.

Beside their artistic and historic value, art works are also goods: material objects that can be valued in money. This dual character of artworks combining their economic value with a higher or aesthetic value is what makes artworks particularly interesting to study from a legal perspective. It is more challenging and interesting to discuss the possible claims and limitation periods concerning a fabulous painting stolen or looted more than 50 years ago than the restitution of a bike which has been stolen perhaps only 10 years ago.

Another challenge for the law is the fact that the art trade (legal and illicit) is a truly international market. Since artworks are relatively easy to take across borders, stolen or looted art objects can show up all over the globe. To add to the difficulties, laws affecting the art trade differ from country to country. This is especially true for export regulations, the rules on the bona fide purchase and limitation periods. The position of the bona fide purchaser is a delicate issue. Who should be protected and for how long? Must a bona fide purchaser return a stolen painting to the original owner? Which law applies if more than one jurisdiction is involved? Which international obligations exist? What happens to former colonial cultural goods? Do they have to be returned to the country of origin or can they still be admired in the museums of the former colonial powers? Are there just and fair solutions for these types of disputes?

These examples show that this course deals with many different areas of law: International and European law, Human Rights, Private and Private International Law, Public as well as Criminal Law. But you can easily widen the legal fields having a relation to the art market, such as for example Intellectual Property Law or Tax Law. The course will examine a broad spectrum of issues including the protection of cultural property during times of war against destruction and removal as well as their restitution; the protection of cultural property in times of peace against illegal export and the illicit trade; The European dimension of cultural policies will be addressed including the free movement of cultural property in the European Union, media policies, resale royalty legislation, state aid and the cultural sector. Additionally, the question of cultural diversity and the issue of authenticity and fakes as well as the international and European legislative developments concerning stolen, illicitly excavated, exported and looted works of art will be discussed.

In the first week, during the first lecture there is a general introduction given, in which the organisation of the course is explained and the work on issues concerning the International Art Trade and the Law is commenced.

Course objectives

Aim of the course is to creating awareness of legal problems concerning the licit and illicit art market. Students will become familiar with various areas of law all related to art, cultural property and heritage (International and European law, Human Rights and Private International Law, Property Law, Contract and Tort Law, Tax Law and various regulations concerning the art market etc.

This course is also part of an interfaculty MINOR

Prerequisites

Basis knowledge of law is important even if this course is open for students of the faculties of LAW, Arts and Culture and UCM and Erasmus students but students who have not a law background should in any case read before the course starts the recommended literature.

Recommended reading

As reading material we shall use

- Lyndel Prott (ed) Witnesses to History, published by UNESCO Publishers in 2009. This book is available free as ebook

Furthermore,

- Kurt Siehr, International Art Trade and the Law, Recueil des Cours 1993, Vol. 243 (to be found in the library),

The book of

- Katja Lubina, Looted Art (electronically available on ELEUM and provided as PDF by e-mail) and different articles on

Different articles will be recommended on ELEUM as well as many cases and court decisions from various jurisdictions.

IER3004

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinators:

- [H.E.G.S. Schneider](#)
- V.M. Tünsmeier

Teaching methods:

Lecture(s)

Assessment methods:

Final paper

Keywords:

Art law, cultural heritage protection, looted art, restitution and return, fakes, misrepresentation, warranty of title, provenance

University College Maastricht

The Presence of Art: Reinterpreting Modern and Contemporary Art

Full course description

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 does the current “economy of enrichment” simply reduce the value of art to a financial speculation tool?

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

Course objectives

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

Prerequisites

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

Recommended reading

- Hal Foster, Rosalind Krauss, Yve-Alain Bois, Benjamin H.D. Buchloh, David Joselit, *Art Since 1900: Modernism, Antimodernism, Postmodernism*. Thames and Hudson, London, 2011.
- Sarah Thornton, *Seven Days in the Art World*. Granta, London, 2008.
- Georgina Adam, *Big Bucks: The Explosion of the Art Market in the 21st Century*. Lund Humphries, Farnham, 2014.
- Gilda Williams, *How to Write about Contemporary Art*. Thames and Hudson, London, 2014.

MIN0002

Period 2

- [C. Rausch](#)

Private International Law

Full course description

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

Course objectives

The general aim of the course is to provide students with an understanding of the problems inherent in legal situations involving (a) crossborder element(s) in Europe. The students will gain knowledge of the basic principles and legal rules of Private International Law from the European perspective as well as of its historical developments.

Prerequisites

Basic knowledge of law in general.

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

Recommended reading

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

PRI3018

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- M.N. Wells-Greco

Teaching methods:

Lecture(s), PBL

Assessment methods:

Written exam

Keywords:

(European) Private International Law

Faculty of Arts and Social Sciences

Paper Minor Arts and Heritage

Full course description

For further information please contact the course coordinator.

Prerequisites

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

Recommended reading

none

ACU3904

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [J.J. de Jong](#)

Teaching methods:

Lecture(s)

Assessment methods:

Final paper

Keywords:

Arts, Culture, heritage

Faculty of Arts and Social Sciences

Museum Meanings

Full course description

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

Prerequisites

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

ACU3004

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

Bachelor European Studies

12.0

Instruction language:

English

Coordinator:

- [J.J. de Jong](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation and paper

Faculty of Arts and Social Sciences

Arts and Culture: Policy and Politics

Full course description

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

Prerequisites

The courses IER3004 and ACU3004 or ACU3005 are compulsory courses within this Interfaculty minor.

ACU3005

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [P.E.M.R. Fleskens](#)

Teaching methods:

PBL

Assessment methods:

Final paper, Participation

Keywords:

Art, Culture, cultural policy

Minor Great Thinkers: Leading Paradigms of Western Culture

Faculty of Arts and Social Sciences

The Birth of Reason

Full course description

The first course will take students on a journey of discovery from Antiquity to early Modernity. We will study and contextualize the ideas of leading thinkers of Antiquity (Pre-Socratics, Sophocles, and the big three, viz. Socrates, Plato, and Aristotle), of the Middle Ages (among others Augustine, Thomas Aquinas and William of Ockham) and of Early Modernity (featuring Machiavelli). Emphasis will be on how their ideas came into being and paved the way for a rationalised, disenchanted and anthropocentric world view (with a profound disregard of animals and other more natural forms of life), and on how they contributed to the further development of culture and society.

For more information about the Minor 'Great Thinkers', you may contact the Minor Coordinator Dr M. Kardaun at: m.kardaun@maastrichtuniversity.nl

Course objectives

- * Students will be trained to recognise the theoretical assumptions underlying the dominant paradigms of today's global society.
- * Students will be trained to analyse, evaluate and reflect upon the complex arguments brought forward by the great thinkers studied in this course.

Prerequisites

None

MGT3000

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [J. Spruyt](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment, Written exam, Participation

Modernity and Its Discontents

Full course description

The second course will cover the emergence of new ideas that structured modern life and society up to today. Many leading ideas and principles from the political, social and cultural world (such as political ideologies, naturalised world views and optimism about the potential of science) as well as opposition against them can be traced to Enlightenment thinkers and Romantic views. This course will present major thinkers (Descartes, Locke, Voltaire, Rousseau, Kant, Tocqueville, Hegel, Marx, Schopenhauer, Nietzsche, Freud, Weber, Arendt) who gave shape to modern society and culture from the eighteenth to the twentieth century. Themes will include the rise of individualism, cultural pessimism, the death of God, the emergence of democratic movements, psychoanalysis, and the opposition between Western and Eastern philosophy.

For more information about the Minor 'Great Thinkers', you may contact the Minor Coordinator Dr M. Kardaun at: m.kardaun@maastrichtuniversity.nl

Course objectives

* Students will be trained to recognise

- the increasing forms of rationalisation developed during the Enlightenment;

- the opposition to these views in the nineteenth and twentieth century, discussing such values as freedom, justice and authenticity;

- the processes underlying the emergence of political ideologies and alternative perspectives on Western culture.

* Students will be trained to analyse, evaluate and reflect upon the complex arguments brought forward by the great thinkers studied in this course.

Prerequisites

None

MGT3001

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

12.0

Instruction language:

Bachelor European Studies

English

Coordinator:

- [F.M. Doorman](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment, Written exam, Participation

Keywords:

Naturalism, Pessimism, Nihilism, Egalitarianism, (Post)modernism, Political Ideologies

Faculty of Arts and Social Sciences

Great Books and Debates

Full course description

'Great Books and Debates' comprises a series of sessions in which key readings of Western culture will be read, thoroughly contextualised and discussed in depth. We will read (excerpts from) highly influential books, such as Karl Marx's Capital, Darwin's Origin of Species, Nietzsche's Antichrist, and Edward Said's Orientalism.

For more information about the Minor 'Great Thinkers', you may contact the Minor Coordinator Dr M. Kardaun at: m.kardaun@maastrichtuniversity.nl

Course objectives

*Students will be trained to recognise the background of some of the major controversies in contemporary Western culture, such as inequality versus social justice, darwinism versus religion, vitalism versus nihilism, orientalism versus occidentalism.

* Students will be trained to analyse, evaluate and reflect upon the complex arguments featuring in the controversies studied in this course.

Prerequisites

None

MGT3002

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [M.S.J.M. Kardaun](#)

Bachelor European Studies

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Participation, Assignment

Keywords:

Marxism, Darwinism, Religion, Atheism, Imperialism, Orientalism