Course Catalogue 2014-2015

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Introduction

The UCM Course Catalogue 2014-2015 provides you with essential information about the courses offered at University College Maastricht during the 2014-2015 Academic Year.

Courses are listed with a course title and a course code. The course code refers to the part of the College program to which a course belongs and to the level of the course. Every course counts for 5 ECTS (European Credit Transfer System), except Skills that represent 2.5 ECTS each and the UCM Capstone which represents 10 ECTS. A full study load consists of 30 ECTS per semester and 60 ECTS per academic year.

Course code abbreviations

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

These are the three letter abbreviations:

COR	Academic Core
HUM	Humanities
SCI	Sciences
SSC	Social Sciences
SKI	Skills
PRO	Project
CAP	Capstone
UGR	UCM Undergraduate Research / PEERS

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

1 = 100-level introductory courses (open to all students)
2 = 200-level intermediate courses (may have prerequisites)
3 = 300-level advanced courses (do have prerequisites)

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

UCM Undergraduate Research / PEERS (UGR)

Please note that UCM Undergraduate Research / PEERS (UGR) is only open to students that have been accepted in the PEERS program.

Prerequisites and recommendations

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

For several 200-level courses within the Sciences, it is possible to request a waiver for the prerequisite 100-level course if you have already taken relevant courses during your previous education. On the next page you will find an indicative checklist for the topics that you should have covered in order to receive such a waiver.

Checklists for secondary school mathematics and sciences

The checklists below summarize the topics expected to be covered at secondary school for those requesting waivers for several 200-level science courses:

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

SCI- M. Checklist for Mathematics

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

Elementary knowledge of calculus:

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

Elementary knowledge of algebra:

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

Elementary knowledge of geometry:

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

SCI- P. Checklist for Physics

Elementary knowledge of electricity and magnetism:

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

Elementary principles of mechanics:

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

Elementary principles of thermodynamics:

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

Elementary principles of waves and radiation:

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

SCI-C. Checklist for Chemistry

Elementary knowledge of atomic and molecular structure:

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

Elementary knowledge of organic chemistry:

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

Elementary knowledge of chemical reactions and analysis:

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

SCI- B. Checklist for Biology

Elementary knowledge of the structure and function of:

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

Elementary knowledge of genetics and embryonic development:

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

Elementary knowledge of energy cycle and metabolism:

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

Elementary knowledge of homeostasis:

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

Academic Calendar University College Maastricht 2014 - 2015

Summer

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

Fall Semester 1

Period 1

1	2	3	4	5	6	7	Reflection Week
week 36	week 37	week 38	week 39	week 40	week 41	week 42	week 43
1/9 - 5/9	8/9 - 12/9	15/9 - 19/9	22/9 - 26/9	29/9 - 3/10	6/10 - 10/10	13/10 - 17/10	20/10 - 24/10
	R2				P2		

Period 2

1	2	3	4	5	6	7	Reflection Week	Christmas Holiday	
week 44	week 45	week 46	week 47	week 48	week 49	week 50	week 51	week 52	week 1
27/10 - 31/10	3/11 - 7/11	10/11 - 14/11	17/11 - 21/11	24/11 - 28/11	1/12 - 5/12	8/12 - 12/12	15/12 - 19/12	22/12 - 26/12	29/12 - 2/1 2015
	R3			D	R4	P3			

Period 3

1	2	3	4
week 2	week 3	week 4	week 5
5/1 - 9/1	12/1 - 16/1	19/1 - 23/1	26/1 - 30/1
	P4		INTRO G
			R R R R R

Spring Semester 2

Period 4

1	2	Carnival	3	4	5	6	7	Reflection Week
week 6	week 7	week 8	week 9	week 10	week 11	week 12	week 13	week 14
2/2 - 6/2	9/2 - 13/2	16/2 - 20/2	23/2 - 27/2	2/3 - 6/3	9/3 - 13/3	16/3 - 20/3	23/3 - 27/3	30/3 - 3/4
	R5					P5		

Period 5

1	2	3	4	5	6	7	8	Reflection Week
week 15	week 16	week 17	week 18	week 19	week 20	week 21	week 22	week 23
6/4 - 10/4	13/4 - 17/4	20/4 - 24/4	27/4 - 1/5	4/5 - 8/5	11/5 - 15/5	18/5 - 22/5	25/5 - 29/5	1/6 - 5/6
	R6					P6 D		

Period 6

1	2	3	4	Summer		
week 24	week 25	week 26	week 27	week 28	week 29	week 30
8/6 - 12/6	15/6 - 19/6	22/6 - 26/6	29/6 - 3/7	6/7 - 10/7	13/7 - 17/7	20/7 - 24/7
			G			
			R R R R R			

LEGEND:

P1 to P6: Publication of schedules
D: Deadline Course Registration
G: Graduation
INTRO: Introduction freshmen UCM
R: Resits
: No scheduled educational activities
R1 to R6: Deadline Registration External Education

Academic Year 2014 - 2015
Overview Fall and Spring Semester

Fall Semester 2014-2015		From	Till
Period 1	7 Weeks	September 1, 2014	October 17, 2014
Reflection	1 Week	October 20, 2014	October 24, 2014
Period 2	7 Weeks	October 27, 2014	December 12, 2014
Reflection	1 Week	December 15, 2014	December 19, 2014
Period 3	4 Weeks	January 5, 2015	January 30, 2015
Resits Fall	1 Week	January 26, 2015	January 30, 2015

Spring Semester 2014-2015		From	Till
Period 4	7 Weeks	February 2, 2015	March 27, 2015
Reflection	1 Week	March 30, 2015	April 3, 2015
Period 5	8 Weeks	April 6, 2015	May 29, 2015
Reflection	1 Week	June 1, 2015	June 5, 2015
Period 6	4 Weeks	June 8, 2015	July 3, 2015
Resits Spring	1 Week	June 29, 2015	July 3, 2015

Overview important dates Academic Year 2014 - 2015

Fall Semester

August 18 - 22, 2014	Inkom
August 25- 27, 2014	Introduction September Enrolment
November 28, 2014	**Deadline Course Registration Spring Semester**
December 22 - January 5, 2015	Christmas Break
January 30, 2015	**Graduation Fall**

Spring Semester

January 26 - 28, 2015	Introduction February Enrolment
February 16 - 20, 2015	Carnival
March 6, 2015	**Transcript Fall Semester**
April 3, 2015	Good Friday
April 6, 2015	Easter Monday
April 27, 2015	King's Day
May 4, 2015	Bridging Day
May 5, 2015	Liberation Day
May 14, 2015	Ascension Day
May 15, 2015	Bridging Day
May 25, 2015	Whit Monday
May 22, 2015	**Deadline Course Registration Fall Semester**
July 3, 2015	**Graduation Spring**
July 31, 2015	**Transcript Spring Semester**

Preliminary dates 2014 - 2015

July 6 - August 28, 2015	Summer Break

Course overview per period

	Period 1: September 01, 2014 - October 17, 2014		
Code	**Title**	**Coordinator**	**Page**
COR1003	Contemporary World History	M. Stout	3
COR1005	Modeling Nature	W. van Dellen	5
HUM1011	Introduction to Art; Representations, Performances and Interactions	C. Rausch	11
HUM1012	Pop Songs and Poetry: Theory and Analysis	A. Andeweg	12
HUM2003	The Making of Crucial Differences: 'Race', Sexuality, Gender, and Class in Historical Perspective	U. Brunotte	15
HUM2005	Enlightenment and Romanticism	M. Doorman	16
HUM2008	Introduction to Ancient Philosophy	T. Swierstra	18
HUM2046	Living in a Technological Culture I; Introduction to Science and Technology Studies	J. Mesman	29
HUM3036▲	Narrative Media	A. Swinnen	40
HUM3045▲	Distributive Justice in Contemporary Political Philosophy	T. Dekker	44
SCI1009	Introduction to Biology	B. Schutte	51
SCI1010	Quantitative Reasoning	D. Vermeulen	52
SCI2011▲	Introduction to Programming	To be announced	58
SCI2022▲	Genetics and Evolution	H. Smit	63
SCI3007▲	Endocrinology	A. Gilde	75
SSC1003	Theories of Social Order	R. van der Velden	80
SSC1005	Introduction to Psychology	V. van de Ven	81
SSC1006	International Relations: Themes and Theories	B. Erdogan	82
SSC1009	Introduction to European Integration	M. Claes	84
SSC2020	Infonomics	E. Tsakas	92
SSC2046	Globalization and Inequality	L. Snijders	105
SSC3019▲	Human Reasoning and Cognition	M. Heins	123
SSC3030▲	European Institutions	To be announced	125
SSC3036▲	American Foreign Policy	R. Haar	128
SSC3044	Culture, Politics and Society in Contemporary Asia	T. van Veen/N. Kwanjai	131
SSC3049▲	Human Rights	J. Willems/F. Coomans	134
SKI1004	Research Methods I	J. Moes	140
SKI1008	Introduction to Academic Skills I	J. Schell	142
SKI2000▲	Language Training	Language Centre	144
SKI2007▲	Presentation Skills	To be announced	146
SKI2049	Argumentation I	W. Giernalczyk	147
SKI2065▲	Quantitative Research Methods	C. Gabelica	148
SKI2085▲	Ethnography and Qualitative Interviewing I	U. Müller	153
SKI2088▲	Lab Skills: Genetics	To be announced	155
SKI3050▲	Preparing Conference I	W. van Dellen	157

	Period 2: October 27, 2014 - December 12, 2014		
Code	**Title**	**Coordinator**	**Page**
COR1002	Philosophy of Science	L. Boon	2
COR1004	Political Philosophy	S. Koenis	4
HUM1007	Introduction to Philosophy	B. Keller	9
HUM1010	Common Foundations of Law in Europe	R. van Rhee	10
HUM1013	The Idea of Europe: The Intellectual History of Europe	M. Stout	13
HUM2013	The Presence of Art: Reinterpreting Modern and Contemporary Art	C. Rausch	19
HUM2014▲	Philosophers of the 20th Century	I. Kamphof	20
HUM2018▲	Cultural Diversity in a Global Perspective	E. Steinbock	21
HUM2022	Digital Media	K. Wenz	23

	Period 4 : February 02, 2015 - March 27, 2015		
Code	**Title**	**Coordinator**	**Page**
COR1003	Contemporary World History	M. Stout	3
COR1005	Modeling Nature	L. Bevers/W. van Dellen	5
HUM1003	Cultural Studies I: Doing Cultural Studies	L. van den Hengel	8
HUM1014	Great Novels 1850 - Present	A. Andeweg	14
HUM2021	Medieval Civilization	P. Tummers	22
HUM2047	The Future of Literature	C. Pohrib	30
HUM2050▲	Topics in European Urban History	B. Rulof	31
HUM2051	Philosophical Ethics	M. Verkerk	32
HUM2054	Reading Philosophers	M. Doorman/S. Koenis	34
HUM3019▲	Totalitarian Temptation	P. Del Hierro	37
HUM3029▲	Literature and Psychology	M. Kardaun	38
HUM3041▲	Shakespeare on Screen	J. de Roder	42
SCI2006▲	Medical Microbiology	L. van Alphen	55
SCI2010▲	Introduction to Game Theory	G. Schoenmakers	57
SCI2012	Globalisation, Environmental Change and Society	A. Offermans	59
SCI2031▲	Immunology I	L. Bevers/A. Duijvestijn	64
SCI2033▲	Datamining	E. Smirnov	65
SCI2037▲	Cell Biology	B. Schutte/G. van Eijs	69
SCI2038▲	Physics	C. Pawley	70
SCI3004▲	Biochemistry II	M. Knetsch	72
SCI3006▲	Mathematical Modeling	R. Peters	74
SSC1007	Introduction to Law	G. Arosemena	83
SSC1025	Introduction to Political Science	R. Haar	85
SSC2006▲	Developmental Psychology	H. Smit	88
SSC2018	Advertising: Marketing Communications of Brands	O. Ebel	90
SSC2027▲	Law and Society	S. Hardt	96
SSC2037▲	Conflict Resolution	B. Erdogan	100
SSC2038▲	International Macroeconomics	M. Capasso	101
SSC2039▲	History of Political Thought	T. Dekker	102
SSC2052▲	Public Finance	R. Saran	108
SSC2059▲	Social Movements	K. Heideman	112
SSC2062▲	Foundations of Cognitive Psychology	M. Heins	115
SSC3011▲	Public Policy Evaluation	R. Speijcken	117
SSC3017▲	Social and Environmental Entrepreneurship	C. Costa	121
SSC3023▲	Philosophy of Mind	R. De Vries	124
SSC3038▲	Contemporary Sociological Theory	U. Müller	129
SKI1004	Research Methods I	J. Moes	140
SKI1008	Introduction to Academic Skills I	J. Schell	142
SKI2000▲	Language Training	Language Centre	144
SKI2005	Back to the Sources	P. Del Hierro	145
SKI2007▲	Presentation Skills	To be announced	146
SKI2049	Argumentation I	W. Giernalczyk	147
SKI2077▲	Lab Skills: Cell Biology	To be announced	149

	Period 5: April 06, 2015 - May 29, 2015		
Code	**Title**	**Coordinator**	**Page**
COR1002	Philosophy of Science	L. Boon	2
COR1004	Political Philosophy	S. Koenis	4
HUM2007▲	States and Nations in Europe, from the Middle Ages to the First World War	P. Del Hierro	17
HUM2030▲	Media and Technology: Philosophical Perspectives	I. Kamphof	24

	Semester 1: September 01, 2014 - January 30, 2015		
Code	**Title**	**Coordinator**	**Page**
CAP3000▲	Capstone	W. van Dellen	169
UGR2/3001 ▲	Undergraduate Research/PEERS	H. Hospers	172

	Semester 2: February 02, 2015 - July 03, 2015		
Code	**Title**	**Coordinator**	**Page**
CAP3000▲	Capstone	W. van Dellen	169
UGR2/3001 ▲	Undergraduate Research/PEERS	H. Hospers	172

▲ Has Prerequisite

Core Courses (COR)

COR1002 - Philosophy of Science

Course coordinator

Prof. dr. L. Boon, Faculty of Humanities and Sciences, University College Maastricht, louis.boon@maastrichtuniversity.nl

Semester	Period	ECTS	Core
Fall/Spring	2 / 5	5	

Prerequisite

None.

Recommended

It is strongly recommended not to take the course in your first or second semester.

Objective

- To familiarize students with the philosophical foundations of scientific method.

Description of the course

Starting from classical positions on the objectivity and methodology of science, such as those of logical empiricism and critical rationalism, the so called historical and sociological turn in the theory of science will be analyzed. Students will learn about the work of Kuhn, whose paradigm theory of science revolutionized thinking about scientific knowledge.

Typical issues in this course are: what is the role of observation in science? What is a scientific explanation? What roles do theories and experiments play in science? What is the nature of scientific progress? Can we rationally decide between scientific viewpoints?

Literature

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

Instructional format

Tutorial group meetings and lectures.

Examination

An essay and a test with open questions.

This course is a prerequisite for the following course(s):

- SSC3023 Philosophy of Mind

COR1003 - Contemporary World History

Course coordinator

Dr. M. Stout, Faculty of Humanities and Sciences, University College Maastricht,
mark.stout@maastrichtuniversity.nl

Semester	Period	ECTS	Core
Fall/Spring	1 / 4	5	

Prerequisite

None.

Objectives

- To provide students with an understanding of the main trends in politics, demography, society and culture over the last 50 years and to put these trends in a global context.
- To develop a critical attitude towards the use of historical theory, and the interpretation of historical data and processes.

Description of the course

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

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

Literature

- Reynolds, D (2000). *One World Divisible, A Global History Since 1945*. Norton and Company, Inc.
- E-Readers

Instructional format

Tutorial group meetings and lectures

Examination

A final written exam, a paper and participation

This course is a prerequisite for the following course(s):

- HUM2052 Theorizing Terrorism: A Philosophical Investigation
- HUM3019 Totalitarian Temptation
- HUM3034 World History

COR1004 - Political Philosophy

Course coordinator

Prof. dr. S. Koenis, Faculty of Arts and Social Sciences, Philosophy,
s.koenis@maastrichtuniversity.nl

Semester	Period	ECTS	Core
Fall/Spring	2 / 5	5	

Prerequisite

None.

Objectives

- The course will provide an introduction to political philosophy. Students will learn to analyse, discuss and apply four basic concepts in contemporary political philosophy: justice, equality, liberty and community.
- Students will be trained in normative political argumentation. They will exercise their ability to deliberate over contentious moral issues of public life.

Description of the course

Politics is a complex and puzzling subject. It is hard to understand why people act the way they do and believe the things they do. We are all involved in politics as voters, activists, commentators, or receivers of political initiatives and their consequences. As political philosophers we try to understand underlying conceptions that guide politics and fundamental values that help justify concrete policies.

This course will provide an introduction to contemporary philosophical debates about core concepts of *justice, liberty, equality, community and democracy* in modern liberal-democratic societies. Students will become familiar with the work of some of the leading political philosophers of today, like John Rawls, Isaiah Berlin, Charles Taylor and Michael Sandel. Since conceptual analysis is the core business of philosophy, students will learn to analyse concepts, to clarify fuzzy moral ideas, and to make explicit tensions between moral ideas can be made explicit. They learn how to apply these concepts to current political debate and practice.

Literature

- Adam Swift (2014, third edition), Political Philosophy; A Beginners' Guide for Students and Politicians, Cambridge, Polity Press.

Instructional format

Tutorial group meetings and lectures.

Examination

A midterm paper and an endterm take-home exam.

This course is a prerequisite for the following course(s):

- HUM2054 Reading Philosophers
- HUM3045 Distributive Justice in Contemporary Political Philosophy
- SSC2039 History of Political Thought

COR1005 - Modeling Nature

Course coordinator

Dr. L. Bevers, Faculty of Humanities and Sciences, University College Maastricht, lonneke.bevers@maastrichtuniversity.nl
W. van Dellen (MA), Faculty of Humanities and Sciences, University College Maastricht, wilfred.vandellen@maastrichtuniversity.nl

Semester	Period	ECTS	Core
Fall/Spring	1 / 4	5	

Prerequisite

None.

Recommended

This course provides an introduction to theorizing and modeling. It is relevant for a wide range of other courses that are offered at UCM. Therefore it is recommended that students take the course in their first or second semester.

Objectives

- To offer a broad overview of scientific models and modeling techniques in different disciplines.
- To teach students how to work with models in different academic fields.
- To teach students how to model a specific situation by using general models and modeling techniques.

Description of the course

The aim of the course is to familiarize students with model systems within the different disciplines of Sciences, Social Sciences and Humanities. Models allow us to approach complex questions in systematic ways, for instance, by predicting weather conditions, the patterns of bird flight formations or the results of presidential elections. Such questions are present everywhere and it is through modeling that we can try to find some answers.

Modeling helps us to break down what we are studying into variables, understand relations or correlations between them and even predict the future. The course starts with a short introduction of models, followed by several case studies that illustrate their usefulness in various contexts. Exposing students to models used both in academia and every-day thinking, the course fosters a thorough understanding of natural and social phenomena. Throughout the course, students are encouraged to link models to specific situations and examples from their daily-life. The final report allows students to use the knowledge gained in the course to analyze a phenomenon/situation of their own interest. This can be done either by conducting thought experiments, applying and redefining existing models or designing one's own model.

The interactive lectures help students to gain a broad understanding of different kinds of modeling techniques. A special workshop is offered in order to trigger interests, thoughts and ideas and find ways of translating them into an individual and structured academic report.

Literature

- Jaccard J and Jacoby J., *Theory construction and model-building skills - A practical guide for social scientists*, The Guilford Press, New York, 2010.
- Additional readings are available on EleUM.

Instructional format

Tutorial group meetings and lectures.

Examination

Assessment will be based on 1) a mid-term exam, 2) an exam in the final week and 3) a written assignment consisting of a report, two peer reviews and a response to peer reviews. Both exams consist of open questions.

This course is a prerequisite for the following course(s):

- PRO3008 Think Tank

Humanities (HUM)

HUM1003 - Cultural Studies I: Doing Cultural Studies

Course coordinator

Dr. L. van den Hengel, Faculty of Arts and Social Sciences, Centre for Gender and Diversity, l.vandenhengel@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

Prerequisite

None.

Objectives

- To introduce students to the foundational texts and formative debates that have shaped Cultural Studies as an academic field of inquiry.
- To familiarize students with key concepts, themes, and topical debates within contemporary Cultural Studies.
- To introduce students to some of the central theoretical approaches within Cultural Studies, including critical theory, semiotics, material culture studies, gender theory, and critical posthumanism.
- To provide students with the analytical skills to develop their own examination of cultural objects and processes.

Description of the course

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

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

Literature

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

Instructional format

Tutorial group meetings and lectures.

Examination

Several short papers and a midterm take home exam.

This course is a prerequisite for the following course(s):

- HUM2056 Cultural Remembrances
- HUM2053 Gothic Literature: Literature and Film
- HUM3040 Crucial Differences in the 21st Century
- SSC2058 Sex, Sexuality and Society
- SSC3038 Contemporary Sociological Theory
- SSC3040 Identities

HUM1007 - Introduction to Philosophy

Course coordinator

B. Keller, Faculty of Arts and Social Sciences, Philosophy,
b.keller@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

Prerequisite

None.

Objective

- To teach students how to "think philosophically".

Description of the course

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

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

Literature

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

Instructional format

Tutorial group meetings.

Examination

Papers.

This course is a prerequisite for the following course(s):

- HUM2014 Philosophers of the 20th Century
- HUM2054 Reading Philosophers
- HUM2044 Philosophy of Language
- HUM2052 Theorizing Terrorism: A Philosophical Investigation

HUM1010 - Common Foundations of Law in Europe

Course coordinator

Prof. dr. C.H. van Rhee, Faculty of Law, Foundations and Methods of Law
remco.vanrhee@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

Prerequisite

None.

Objectives

- To provide students with a better notion of law as a harmonising phenomenon in European culture.
- To provide students with a basic notion of similarities and differences in the approach to law in the varios member states of the European Union (and the USA).
- To give students a better understanding of basic legal notions such as property, contract and delict.
- To provide students with a greater ability to evaluate the significance of the transfer of law making powers from the national to the European institutions.

Description of the course

What do Europeans have in common? Part of the answer to this question is: their law. Currently, approximately 50% of all new legislation in the member states of the European Union has a non-national, European origin. This international outlook of law in Europe is not a new phenomenon. Even when concentrating on the so-called 'national laws' of the various European nations, it must be admitted that these laws find a strong foundation in a non-national, truly European tradition. This tradition dates back to the middle ages. Since it is the conviction of the course coordinator that a true understanding of the growing importance of the European institutions and policies can only be achieved by understanding the common legal history of Europe, the present course concentrates on this shared (legal) past. In doing so, it takes as its focal point the ius commune, i.e. the common, scholarly European approach to the law that originated in the middle ages and that was strongly based on Roman Law. This medieval tradition forms the common ground on which the present national legal systems in Europe have developed. It has strongly contributed to the creation of the idea of a common European culture.

In a manner that is highly relevant for an audience of non-lawyers and lawyers alike, the course starts with discussing Roman Law. The so-called Corpus Iuris Civilis will be used as the point of departure since most of what we know about Roman Law derives from this compilation of legal materials that was made in the 6th century AD on the orders of the Byzantine emperor Justinian. The texts that this emperor included in his collection were the product of a thousand years of unbroken legal development. During this millennium, roughly from 500 BC to 550 AD, Rome expanded from a small city-state to a world empire. While Roman law was adapted to cope with the changing society, the idea was maintained that it was essentially the same law that had been part of the early Roman way of life.

The course will also concentrate on the different approach to the law that existed and still exists in Anglo-American jurisdictions. It will try to explain the legal differences today between continental Europe and the British Isles. Additionally, some elements of American legal history will be studied. In doing so, the many similarities that lie beneath the seemingly radically different outward appearance of law in Anglo-American jurisdictions will come to light. This exercise will demonstrate that Anglo-American law is not so different from continental European law as some writers would like us to believe.

The course will conclude with a study of a selection of similarities and differences that exist in today's European legal landscape.

Literature

- O.F. Robinson, T.D. Fergus, W.M. Gordon, *European Legal History*, London etc., 2000 or later edition.
- Additional materials, to be announced during the course.

Instructional format

Tutorial group meetings.

Examination

A written paper and class presentations.

HUM1011 - Introduction to Art; Representations, Performances and Interactions

Course coordinator

Dr. C. Rausch, Faculty of Humanities and Sciences, University College Maastricht, christoph.rausch@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities

Prerequisite

None.

Objectives

- To provide students with an advanced introduction to the arts, such as painting, literature, music and performance.
- To broaden the students' theoretical understanding of art.

Description of the course

The traditional term for the many ways in which art works 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 has been employed to describe painting, literature, music, theater, dance, and more; it is still often 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. In an attempt at dealing with the blurring of genres, cultures and conventions that are typical for contemporary art shaped by mass media and globalization the academic field of Performance Studies is introduced. The third and last part of the course discusses sociological perspectives on art as collective activity and social practice.

Through its emphasis on representations, performances and interactions, this course constitutes a basis for courses on the arts in all their diversity, as well as courses on culture in general.

Literature

- 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.

Audio-visual material

To be announced

Instructional format

Tutorial group meetings, lectures, screenings.

Examination

A practical exercise in realistic representation at the start of the course and a final take home exam.

This course is a prerequisite for the following course(s):

- HUM2053 Gothic Literature: Literature and Fim

HUM1012 - Pop Songs and Poetry: Theory and Analysis

Course coordinator

Dr. A. Andeweg, Faculty of Arts and Social Sciences, Centre for Gender and Diversity,
a.andeweg@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities

Prerequisite

None.

Objectives

- To analyze pop songs and poems in depth.
- To explore the theory of the lyric.
- To integrate gender and diversity into the study of the lyric.
- To become familiar with a number of classic Anglo-American poems and influential pop songs.

Description of the course

This course is based on the following textbook: Helen Vendler. *Poems, Poets, Poetry: An Introduction and Anthology*. Third edition. Boston: Bedford/St. Martin's, 2009 (ISBN-10: 0312463197). In three respects we shall amplify Vendler's book:

First, by reading some of the theory on the lyric by literary theorists such as Jonathan Culler, Barbara Johnson, Veronica Forrest-Thomson, Jan de Roder, and others. As an academic, you must learn to read literary theory from firsthand sources.

Second, by applying all of the chapters of Vendler's book to modern songs. Songs are also poems, although they are never considered in the conventional histories of poetry and in lyric theory. This is a strange omission, for not only do the "lyrics" of songs show all properties of poetry, the music of the song can also be seen as an exteriorization or enhancement of the musical element of language, emphasized in "regular" poetry through the use of rhyme, rhythm, structure, and images. The lack of attention to the pop song in books on poetry makes these books a bit outdated. Aim of this course is to give the theory of poetry a new life, by reconnecting it with the song.

Finally we will amplify Vendler's book by focusing on gender, ethnicity and sexuality as relevant categories of analysis in the study of poetry and song. There are significant differences in the ways in which male and female poets and singers express themselves: differences in themes, in the intertextual universes poets/singers choose to position themselves, in the use of genre, in forms of addressing the reader. We will address the question how gender, ethnicity and sexuality could be integrated into the theory of the lyric.

Literature

- Vendler, H. (2009). *Poems, Poets, Poetry: An Introduction and Anthology*. (3rd ed.). Boston: Bedford/St. Martin's.
- E-Readers.

Instructional format

Tutorial group meetings, lectures and film viewings.

Examination

Writing a poem or pop song of your own, performing a poem or song, a midterm essay, a presentation and a final essay.

HUM1013 - The Idea of Europe: The Intellectual History of Europe

Course coordinator

Dr. M. Stout, Faculty of Humanities and Sciences, University College Maastricht,
mark.stout@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

Prerequisite

None.

Objectives

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

Description of the course

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

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

Literature

- Rietbergen, P.J. (1998). *Europe: a Cultural History*. London/New York: Routledge.
- Delanty, G.D. (1995). *Inventing Europe; Idea, Identity and Reality*. Macmillan Press, Basingstoke.

Instructional format

Tutorial group meetings and lectures.

Examination

An exam with essay questions and a written paper.

This course is a prerequisite for the following course(s):

- HUM2007 States and Nations in Europe, from the Middle Ages to the First World War
- HUM2052 Theorizing Terrorism: A Philosophical Investigation
- HUM3019 Totalitarian Temptation

HUM1014 - Great Novels 1850 - Present

Course coordinator

Dr. A. Andeweg, Faculty of Arts and Social Sciences, Centre for Gender and Diversity, a.andeweg@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

Prerequisite

None.

Objectives

- To acquaint students with a number of great novels from the western tradition.
- To acquaint students with a basic understanding of periodization in literary history.
- To acquaint students with basic concepts in literary theory.
- To enable students to apply theoretical concepts to their readings of novels.

Description of the course

For centuries, the body of work referred to as 'literature' would first of all entail drama and poetry. But in the course of the nineteenth century, the novel took flight. As its name testifies, the novel was a new genre. But what exactly is a novel - Virginia Woolf described it as 'the most pliable of forms'? Why did it become such a dominant genre? Some have argued that the novel was so successful because it became the medium of the middle class, and the vehicle of its emancipation. To be sure, the novel helped shaping ideas about modern society, about what an individual is or can be, about self and other, about love, sex, marriage and property. But even if all those functions can be attributed to the 19th century novel, can the same be said about the 20th century novel? How did the novel as a genre change over time?

This course will address these and other questions, first and foremost by reading primary texts - key novels from the Western tradition - from 1850 onwards. You will read novels by British, Dutch, Belgian, French, German and American authors. The reading and discussion of the primary works is the main objective for this course. Besides that, the course will introduce you into the scholarly analysis of literary works. It will acquaint you with major developments in the history of Western literature since 1850, and provide you with a vocabulary/toolkit to discuss and analyse novels. You will gain experience in reading, analyzing and writing about literature.

Literature

6 novels:

- Gustave Flaubert – *Madame Bovary* (1857) (French).
- Louis Couperus – *The Hidden Force* (1900) (Dutch).
- Thomas Mann – *Death in Venice* (1911) (German).
- Virginia Woolf – *Mrs Dalloway* (1925) (British).
- Carson McCullers – *The Member of the Wedding* (1946) (American).
- Michael Cunningham – *The Hours* (1998) (American).

Secondary material from Andrew Bennet and Nicholas Royle, *An Intoduction to Literature, Criticism and Theory*. Routledge, 3rd or 4th ed. (2009)

Instructional format

Tutorial group meetings and (guest) lectures.

Examination

Presentation, written assignments and a final exam.

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

Course coordinator

Dr. U. Brunotte, Faculty of Arts and Social Sciences, Centre for Gender and Diversity, u.brunotte@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities

Prerequisite

None.

Objectives

- To acquaint students with cultural construction and historical configurations and of 'race', class, gender and sexuality from the Enlightenment until the Shoa/Holocaust.
- To acquaint students with the way these categories of difference were conceptualized and intersect, and how they were sometimes newly invented in science, philosophy and social theory How do 'knowledge and power' (Foucault) intersect?
- To acquaint students with the way in which these configurations like gender, race and religion have structured cultural scripts and practices, stereotypes, individual identities, and European developments, like slavery.
- 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.

Description of the course

This course offers a historical inquiry into the evolution of intersecting categories of difference: gender, sexuality, class, 'race', from the eighteenth century until World War II. It will reconstruct the paradoxes of a 'dialectic of Enlightenment', that means the dark side behind its claim for reason, equality, brotherhood and freedom.

It aims, firstly, to trace and illustrate the ways in which the Enlightenment has provided a rationale to mark gendered, classed and racialized boundaries in science which, more often than not, resulted in inequalities. These inequalities became embedded in European society in such a way that the active, dominant subject came to be seen as 'white, male, and middle class.' Moreover, this dominance grew beyond 'Europe' and helped to carry out the imperial project. The centrality of empire discursively and materially forged a 'European-ness' that was distinctively gendered, classed and racialized. This will introduce you to how middle class was defined in relation to the working class.

Secondly, the course will problematize social divisions such as 'race', class, and gender as well as norms like heterosexuality, middle-class-ness etc. by looking at shifting boundaries of these divisions and norms. Thus, it will examine the dynamic processes of their formation and contradictions, which emerged out of these processes. We will heed our attention to some of the salient ways in which women and men of the different classes and 'races' became embedded in social relationships, thereby often transgressing taken-for-granted lines of differences. We will primarily draw on examples from 'European' history. We will ask how the European colonial adventure and its constructions of 'Otherness' was connected to Anti-Semitism and how the Jews became the "inner Other".

Finally, the course aims to introduce a wide range of debates that offer the possibility to analyze the ways in which differences have intersected with one another in different periods and how they have manifested themselves in power relations.

Disciplinary perspectives

History, Philosophy, Gender and Diversity Studies, Cultural Studies, Sociology.

Literature

- E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

Essay (comment on film, novel etc. related to the course), oral presentations, midterm take home examination.

This course is a prerequisite for the following course(s):

- HUM3040 Crucial Differences in the 21st Century
- SSC3040 Identities

HUM2005 - Enlightenment and Romanticism

Course coordinator

M. Doorman, Faculty of Arts and Social Sciences, Philosophy,
doorman@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities

Prerequisite

None, however, this course is not suitable for students in their 1st semester.

Objectives

- To provide students with a historical and philosophical introduction to Enlightenment.
- To understand these periods as opposed worldviews in social, philosophical, scientific and political perspective.

Description of the course

The debate between Enlightenment and Romanticism has an enduring impact on discussions of today in art, politics, science, human identity and social values. This course is a systematical introduction to these two, formative, opposed intellectual traditions.

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

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

Then, the changes in the visual arts will be treated, illustrating continuity and discontinuity in cultural history (e.g. the ambiguous meaning of Neo-Classicism).

In the fourth place human subjectivity in the Enlightenment (based on Lockean psychology) will be confronted to new approaches to the romantic soul (the unconsciousness, irrationality, Weltschmerz).

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

Literature

- Dorinda Outram, *The Enlightenment*. Cambridge University Press, Cambridge/New York 1996.
- Norman Hampson, *The Enlightenment. An evaluation of its assumptions, attitudes and values*. Penguin Books, Harmondsworth 1990.
- Maurice Cranston, *The Romantic Movement*. Blackwell, Oxford/Cambridge (Mass.) 1995.

Instructional format

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

Examination

A short essay during the course and a test with open questions at the end of the course.

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

Course coordinator

Dr. P. del Hierro, Faculty of Arts and Social Sciences, History,
pablo.delhierro@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities & Social Sciences

NB: This course can be used for both the Social Sciences and Humanities concentration.

Prerequisite

HUM1013 The Idea of Europe: The Intellectual History of Europe or any other 100-level Humanities course.

Objectives

- To examine nation-building and nationalism in early-modern and modern Europe.
- To discuss the development of "the state" as well as the diversity in state- and nation-building since the Middle Ages.
- To introduce the students to the history of international relations since the fifteenth century until 1919.

Description of the course

The states and nations as we know them today have not always been around. In fact, they are both products of history, which emerged as a result of specific circumstances. This course analyses the emergence and development of state, nation and nationalism in Europe since the Middle Ages.

In addition, it introduces the students to the development of international relations and diplomacy from the High Middle Ages until the year 1919. As the course proceeds chronologically from the Middle Ages to the twentieth century, it provides the students with an overview of European political history.

Assessment format: short individual paper; written examination (essay questions).

Literature

- Craig, G., & George, A.L. (2007). *Force and Statecraft*. *Diplomatic Problems of our Time*. (3rd ed.). New York: Oxford UP.
- Opello, W.C., & Rosow, S.J. (2004).*The Nation-State and Global Order. A Historical Introduction to Contemporary Politics* (2nd edition). London: Lynne Rienner.
- Palmer, R.R., and Joel Colton. (1995, 2002, 2006). *A History of the Modern World.* 8th, 9th, or 10th ed. New York: McGraw-Hill.
- E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

One essay, individual presentations and a test with open questions.

This course is a prerequisite for the following course(s):

- HUM3019 Totalitarian Temptation

HUM2008 - Introduction to Ancient Philosophy

Course coordinator

Prof. dr. T. Swierstra, Faculty of Arts and Social Sciences, Philosophy,
t.swierstra@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
fall	1	5	Humanities

Prerequisite

None.

Recommended

HUM1007 Introduction to Philosophy.

Objectives

- Students acquire a broad overview of ancient (classical) philosophy.
- Students learn that these ancient philosophies are still relevant for present-day philosophical concerns.
- Students practice to read, analyze and discuss historical philosophical texts.

Description of the course

Why would anyone choose to study philosophers who lived and wrote (more than) two millennia ago? One obvious answer is: to learn about one's roots; to better understand Western culture and heritage. Up to this day, the ancient Greeks and Romans constitute a major influence on our ideas about critical thinking, about the fundamental character of Reality, about Science, Ethics, and Art, and last but not least: about what it is to be human and about what it means for humans to flourish, to live truly good lives. Ancient philosophy provides an inexhaustible source of inspiration for contemporary philosophy. "The European philosophical tradition", the philosopher Whitehead once remarked, "consists in a series of footnotes to Plato". Slightly overstated, but not untrue.

In this course we will return to the sources and study the texts that helped us become who we are today. Guided by David Roochnik's *book Retrieving the Ancients* we will study original texts from the so-called Pre-Socratics, the Sophists, Socrates/Plato, Aristotle, the Roman moralists, and Neo-Platonism. Although we will attempt to position these thinkers in their historical and geographic contexts, our main concern will be: what have these ancient thinkers still to say to us today?

Literature

Required

- *Introductory readings in Ancient Greek and Roman Philosophy,* ed. C. Reeve and P. Lee Miller, Hackett, Indianapolis/Cambridge 2006, ISBN 9780872208308
- *Retrieving the Ancients. An Introduction to Greek Philosophy*. Blackwell, Malden [etc] 2004. ISBN 978-1-4051-0862-1
- E-readers

Recommended:

- *Cambridge Companion to Greek and Roman Philosophy,* ed. D. Sedley, Cambridge U.P, Cambridge 2003.

Instructional format

Tutorial group meetings and lectures.

Examination

Two take-home exams (midway, end term), both with open questions.

HUM2013 - The Presence of Art: Reinterpreting Modern and Contemporary Art

Course coordinator

Dr. C. Rausch, Faculty of Humanities and Sciences, University College Maastricht, christoph.rausch@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

Prerequisite

None.

Recommended

HUM1011 Introduction to Art; Representations, Performances and Interactions.

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.

Description of the course

Since the late nineteenth and certainly through the mid-twentieth 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 Robert Hughes has dubbed 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 so well 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 legacy of the modern avant-garde besides its success on the global art market?

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 museums and the art market. 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.

Literature

- Robert Hughes, *The Shock of the New: Art and the Century of Change*. Thames and Hudson, London, 1991
- Peter Gay, *Modernism: The Lure of Heresy*. Vintage Books, London, 2009.
- Sarah Thornton, *Seven Days in the Art World*. Granta, London, 2008.

Audio-visual material

To be announced

Instructional format

Tutorial group meetings, (guest) lectures, film viewings, an excursion, and a studio visit.

Examination

An art review and a final take home exam.

HUM2014 - Philosophers of the 20th Century

Course coordinator

Dr. I. Kamphof, Faculty of Arts and Social Sciences, Philosophy,
i.kamphof@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

Prerequisite

HUM1007 Introduction to Philosophy.

Objective

- To introduce students to some of the leading trends and ideas in continental twentieth century philosophy.

Description of the course

The course traces the critical heritage of the three so-called 'masters of suspicion', Nietzsche, Freud and Marx. These three thinkers stand at the junction of modern and postmodern thought. All three of them attacked central concepts of modern thought, such as the universality of truth and values, and the centrality of the human subject and its rational consciousness. Focusing on three major themes, *language, the human subject and cultural critique*, we will study the new patterns of thought that these thinkers gave rise to 20th century philosophy. We will deal with the work of Wittgenstein, Lyotard, Habermas, Sartre, Lacan, Arendt and Foucault. As will become clear, postmodern thought is not replacing modern thought. Instead the 20th century shows a dynamic of and constant discussion between modern and postmodern ideas.

Literature

- Sartre, J.-P. (1948, 1974). *Existentialism and Humanism.* Methuen, London.
- E-readers

Instructional format

Tutorial group meetings and lectures. Tutorial sessions will alternate classical PBL tasks with alternative format.

Examination

A mid-term take-home exam and a final take-home exam.

This course is a prerequisite for the following course(s):

- SSC3038 Contemporary Sociological Theory
- SSC3040 Identities

HUM2018 - Cultural Diversity in a Global Perspective

Course coordinator

Dr. E. Steinbock, Faculty of Arts and Social Sciences, Literature and Arts,
eliza.steinbock@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

Prerequisite

At least one Humanities course.

Recommended

HUM1003 Cultural Studies I, HUM2031 Cultural Studies II or SSC2046 Globalization and Inequality.

Objective

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

Description of the course

What is cultural diversity; when and where does cultural diversity become salient? This course focuses on cultural difference and identity in an era in which the nation seems to lose its unifying significance in matters of personal identity and group identity formation. It seeks to analyze how globalization influences identity and culture and the ways in which these interact with social differences, gender, ethnicity, religion and nationality. Its orientation is both practical and theoretical. Students will get acquainted with different theories of globalization and culture such as Hybridization (Nederveen Pieterse), McDonaldization (Ritzer), or the Clash of Civilizations (Huntington), concepts such as Orientalism (Said), Occidentalism (Margalit and Buruma), and Multiculturalism. Throughout the course theoretical discussions are linked to real life, actual and sometimes pressing practical debates and examples such as multicultural dilemmas, national identity formation, fundamentalist terrorism, and migration.

Themes: Cultural Diversity; Gender and Ethnicity; National Identity; Multiculturalism; Orientalism; Occidentalism; Fundamentalism.

Disciplinary perspectives: Cultural Studies, Migration Studies, Gender and Diversity Studies, Sociology

Literature

- E-Readers.

Instructional format

Tutorial group meetings, projects and 2 lectures.

Examination

Projects (group assignments) and a final exam.

This course is a prerequisite for the following course(s):

- SSC3040 Identities

HUM2021 - Medieval Civilization

Course coordinator

Prof. (em.) dr. P. Tummers, Maastricht University, Philosophy,
p.tummers@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

Prerequisite

None.

Objectives

Students will be introduced to the many - historical as well as cultural - aspects of Medieval European Civilization and its main characteristics, so that they will have a basic knowledge of:

- The Important aspects of the civilization(s) in the European Middle Ages.
- The political, economical and intellectual history and development of Europe during the Middle Ages.
- The place and influence of Christianity in the Middle Ages.
- European Culture in the Middle Ages (Art, Literature, Architecture).
- The influence of Byzantium and of the Islam in Europe in the Middle Ages.

Description of the course

As Blockmans writes: "The foundations of modern-day Europe lie in the European Middle Ages: the spread of Christianity, (but also the separation of church and state), the establishment of areas sharing a common language, the formation of territorial states with seeds of national consciousness, (the holy Roman Empire), the urbanization of particular regions, the renewed development of rational-empirical scientific thought, (the system of universities), the creation of political structures based on representation (parliaments) and the expansion of commercial networks.

From the other side: an observer of our time trying to make sense of the Middle Ages must overcome a degree of cultural shock and discard a number of concepts that seem perfectly natural to his or her own situation".

There is poverty, regionalism, and deep influence of religion in the everyday life by superstition, and the feudal system, but also - to be seen in our time - the cathedrals, towns and astonishing art.

Literature (all three obligatory)

- Atlas: *The Penguin Historical Atlas of the Medieval* World, ed. by A. Jotischky and C. Hull, 2005.
- Source Book: *Medieval Worlds: A sourcebook*, by R. Anderson and D. Bellenger (eds.), Routledge 2003.
- Picture Book: *The Medieval World Complete,* ed. by R. Bartlett, Thames and Hudson, 2001.

Instructional format

Two weekly tutor groups: in one of them we will discuss the chapters of the Atlas, accompanied by those of the Picture Book. In the other one the students will give a presentation of Medieval sources, as given in the source book.
Additionaly there will be lectures on Medieval Learning, Medieval Philosophy, Medieval Art or Literature, next to an excursion to Medieval Maastricht and one to Aachen and the Benedictine Monastery of Mamelis.

Examination

Participation, a presentation of sources, a scientific paper (on a chosen topic, 4-5 pages) and a written exam (with open questions on general aspects of medieval history and civilization).

HUM2022 - Digital Media

Course coordinator

Dr. K. Wenz, Faculty of Arts and Social Sciences, Arts and Literature,
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Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

Prerequisite

None.

Objective

- To familiarize students with diverse themes relevant for digital culture.

Description of the course

Students in this course will be introduced into the broad field of digital media and discuss in detail computer based practices (social software, online games, digital art) in the second part. While popular debates fail to leave the usually general discussions on the impact of digital media, this course will deal with the complexity, history and diversity of our contemporary culture.

Digital media have been described as being interactive, multimedial, integrative – as they integrate older analogue media and are able to simulate them on the basis of the digital code to a certain extent. Their integrative power as well as the possibility to connect, share and network opened discussions on their impact on cultural transformations.

The course will be structured as follows: 1. Transformations: new vs. old, on users and non-users; 2. Networking: sharing, communities and new public spheres; 3. Defragging: on privacy and surveillance, user participation and new practices; 4. Remixing: remix, mashup and more, digital literature and art.

Literature

- E-Readers.
- Online sources.

Instructional format

Tutorial group meetings and lectures.

Examination

Presentation in class (20%), active participation in class (20%) and a final essay of 3500 words at the end of the course (60%).

HUM2030 - Media and Technology; Philosophical Perspectives

Course coordinator

Dr. I. Kamphof, Faculty of Arts and Social Sciences, Arts and Literature,
i.kamphof@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

NB: This course was formerly known as HUM2025: Introduction to Media and Culture.

Prerequisite

At least one 200-level Humanities course.

Recommended

HUM1007 Introduction to Philosophy.

Objective

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

Description of the course

Discussions about the changes media and technology bring to culture, and whether these are to be judged good or bad, are as old as philosophy itself. Media and technology have always had their, often 'apocalyptic', critics and their often 'utopian'apologists. With the rapid development and spread of media and technology in the 20th and 21st century, the debate between these two parties has intensified. Yet we are now beginning to realize that overarching approaches have limited value when it comes to evaluating media and technology. Technologies acquire their meaning in their concrete use.

In this course, we will concentrate on a number of philosophical approaches that help us understand the influence of media and technology. We will start with the so-called classic philosophy of media (McLuhan and Ong) and discuss whether specific technologies and media, like writing and print, provoke structural changes in patterns of thought, action and experience. Or, applied to a more current example: Is Google making us stupid? Next, we will deal with the classic philosophy of technology and discuss whether the machines that are supposed to serve us, are now turning the tables on us, making us humans their servants. Is technology alienating us from life and from our humanity?

We will then move on to present day philosophy of media and technology, that steers away from broad, essentialist, condemnations or praises of technology and media. We will address the work of Don Ihde and Peter Paul Verbeek on technological mediation, and the work of David Lyon on the intricate relations of present day society and surveillance technologies. Specific empirical work is explored, e.g. a phenomenological approach to the use of webcamera's in networks of care and Sherry Turkle's work on intimacy with robots. Also addressed is the problem how to ethically evaluate new and emerging technologies that blur the boundaries between human beings and things that ethics used to be based on.

Literature

- Readers in Reading Room.
- Books in Reading Room
- Online sources

Instructional format

Tutorial group meetings and lectures.

Examination

Take-home tasks during the course and a final research paper.

HUM2031 - Cultural Studies II: Visual Cultures

Course coordinator

Dr. A. Swinnen, Faculty of Arts and Social Sciences, Literature and Arts,
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Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

NB: This course was formerly known as HUM2011 Cultural Studies II: Reading Contemporary Cultures.

Prerequisite

At least one Humanities course.

Objectives

- To understand the way in which visual culture is conceptualized in relation to its disciplinary, historical, and theoretical context.
- To evaluate the strengths and weaknesses of different theories of visual culture.
- To select the appropriate theor(ies) and methodological tool(s) for analysis that best suits the material and argument.
- To communicate the way in which different approaches to visual culture mobilize disciplinary points of view using specialized terms.
- To demonstrate awareness of the larger social, political, and sexual issues involved in the academic study of visual culture as it relates to the body/subjectivity.
- To recognize the interdisciplinary nature of visual culture in its historical and contemporary overlap with scientific, artistic, and economic imaginaries.

Description of the course

This course will explore the variety of visual cultures and the theoretical insights garnered by the study of this interdisciplinary field. Straddling cultural studies, art history, museum studies, media studies, performance studies, literary studies, and science studies, the field of visual culture at its most expansive combines theories and methods from across the academy. We will investigate visual cultures from these exciting and challenging (inter)disciplinary perspectives.

The course presents visual culture as a ubiquitous facet of modern life that perhaps more than any other component shapes and informs our understanding of self, society, and the world. Hence, it demands our careful attention and critical parsing of its workings at all levels of daily life. Our foray into the field will include examining the benefits of this inclusive mode of analysis, for instance in the range of objects available for study, as well as the drawbacks, particularly in terms of methodological rigor and the overinvestment in ocularcentric forms of knowledge. The student will be invited to scrutinize their disciplinary assumptions, to develop their toolbox of concepts, and to analyse objects that are rarely considered inside the university.

Starting with an introduction to visual culture, we'll investigate the terms vision, visuality, and image in conjunction with varying conceptualizations of culture. Each subsequent unit will deal with a "site" of visual culture that offers an object of study, a theoretical problem, and an interdisciplinary opportunity. We will study visual cultures from high to low, and examine how these forms are quickly transforming and breaking barriers of category and genre. The principle sites of inquiry traverse fashion, gaming, museum exhibitions, medical imaging, comics, and cinema.

The methods from visual culture studies we will experiment with include cultural materialism, psychoanalysis, semiotics, poststructuralism, narratology, phenomenology, affect theory, feminism and cultural analysis.

Key theorists include Hal Foster, Raymond Williams, Susan Bordo, Fredric Jameson, John Berger, Martin Jay, Vivian Sobchack, Richard Dyer, Mieke Bal, M.J.T Mitchell, Amelia Jones, Nicholas Mirzoeff, Ian Bogost, and José van Dijk.

Literature

- E-Readers.
- Amelia Jones Ed. (2003). The Feminism and Visual Culture Reader. London, Routledge.
- Sunhil Manghani, Arthur Piper, Jon Simon Eds. (2009). Images: A Reader. London, Sage.
- Nicholas Mirzoeff (2009). An Introduction to Visual Culture (second edition). London, Routledge.
- Nicholas Mirzoeff (2012). The Visual Culture Reader (second edition). London, Routledge.

- Marita Sturken and Lisa Cartwright (2001). Practices of Looking: An Introduction to Visual Culture. Oxford, Oxford University Press.

Instructional format
Tutorial group meetings and lectures.

Examination
A group presentation, an analytical essay and a final exam with open essay questions (take-home).

This course is a prerequisite for the following course(s):
- HUM2056 Cultural Remembrances
- HUM3040 Crucial Differences in the 21st Century
- SSC3038 Contemporary Sociological Theory
- SSC3040 Identities

HUM2043 - Film Art

Course coordinator

Dr. J. Post, Faculty of Arts and Social Sciences, Arts and Literature,
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Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

Prerequisite

None.

Objectives

- A comprehensive and systematic introduction film aesthetics, including film analysis, film history, as well as film theory.
- To develop students' abilities to view films critically and thereby deepen understanding of the cinematic experience.
- To teach students to analyse films.
- To learn to write a critical and informed essay of a film.

Description of the course

This course offers an in-depth examination of the various formal dimensions of film such as cinematography, editing, mise-en-scene, acting, costume and sound, as well as the stylistic use of these techniques in the filmic form and narration. The course also offers a short survey to film history as well as glimpses into early cinema, Russian Film Montage, Weimar Cinema, neorealism, film noir, recent European Cinema and various aspects of 'world cinema'. We shall be examining, among other topics, broader questions of cinema's relation to history, culture and society. Bordwell and Thompson's introductory film textbook *Film Art. An Introduction* will be used as a handbook, supplemented by other readings.

Literature

Mandatory book:

- Bordwell, D., & Thompson, K. (2012). *Film Art. An Introduction*. (10th ed.). Boston: McGraw Hill.

Additional readings:

- E-Readers, on-line resources and cd-rom.
- Hill, J., & Church Gibson, P. (Eds.). (1998). *The Oxford Guide to Film Studies*. Oxford [etc.]: Oxford University Press. (a good introduction to film theory but not updated recently) or
- Cook, P. (Ed.). (2007). *The Cinema Book*. London: BFI Publishing. (A recently updated publication with a focus on film history, film genre and world cinema from a theoretical and aesthetical point of view).

Audio-visual material

- Film viewings.

Instructional format

Tutorial group meetings, introductions + film viewing.

Examination

Analyses of contemporary films, presentations of the analyses, a midterm analysis and a final essay.

HUM2044 - Philosophy of Language

Course coordinator

Dr. J. Spruyt, Faculty of Arts and Social Sciences, Department of Philosophy,
joke.spruyt@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

Prerequisite

HUM1007 Introduction to Philosophy and SKI3002 Argumentation II.

Objective

- To introduce students to the history of philosophical thought concerning language, including the implications of several important theories about language for how we think about *knowledge* and the possibility of making *judgements*.

Description of the course

The philosophy of language is concerned with the role that language plays in thinking, or more specifically: knowing. As such it is closely related to epistemology and philosophic theories on truth. But ultimately, the role of language also turns out to be essential when we make the transition from judgements about the world to moral judgements, i.e. judgements that express how we should act within that world. In this course we will show you how the study of language has been at the focus of interest of philosophers throughout the history of philosophy, and that the way in which the function of language is interpreted, is intimately connected with a philosopher's world view in general. We shall specifically pay attention to the philosophers Frege, Russell and Wittgenstein, but shall also touch upon the works of a variety of other philosophers, such as William of Ockham, David Hume and Immanuel Kant. We shall explore the fundamental properties of language that allow it to be a medium of thought and knowledge. Among these properties are truth, meaning and reference, notions that are closely linked together in what is often called the 'triangle of language'.
Developing the skills of thinking philosophically about language will have an impact beyond the immediately related philosophical topics. You will become a more powerful thinker, better prepared to make important decisions and less susceptible to being tricked and manipulated by others.

Literature

- Lycan, William, G. *Philosophy of Language. A Contemporary Introduction.*
- A selection of articles/chapters from primary sources.

Instructional format

Tutorial group meetings and lectures.

Examination

Papers.

HUM2046 - Living in a Technological Culture I: Introduction to Science and Technology Studies

Course coordinator
Dr. J. Mesman, Faculty of Arts and Social Sciences, Technology and Society Studies,
j.mesman@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Humanities & Social Sciences

NB: This course can be used for both the Social Sciences and Humanities concentration.

Prerequisite
None.

Objectives
- To provide an introduction into the social studies of science, society and technology.
- To provide a basis for a critical reflection on our high-tech society.

Description of the course
Science and technology shape culture. The influence of science, for example, ranges from its inspiration for 20th century avant-garde movements to its impact on our dominant values and metaphors. Technology and science have an impact on mobility patterns and gender and sexual identities. But also on the standardisation of practices in health care. Or think about the way mobile phones have changed what it means 'to be alone' and how organ transplantation has redefined our understanding of life. Also 'scientific planning' has reshaped our policy-making practices. However, there is, vice versa, a cultural influence on science, technology too. Historical and comparative studies have shown how different cultural circumstances yield very different forms and contents of science and technology. Thus we can only hope to understand science and technology when we acknowledge their cultural base.

These issues and many others are object of studies of the field of Science and Technology Studies (STS). This course offers an introduction to Science and Technology Studies (STS). It will introduce you to the multiple ways in which science and technology, individuals and institutions mutually shape one another to the benefit and sometimes detriment of society. In this course, we take a "critical" approach to science and engineering. By this, we do not intend being negative about science and technology. But we will reflect on different views of the society-technology-science relationship. We will try to find answers to questions like 'what does it mean to live in a technological culture? Or how can we bridge the technological divide between the North and the South? What is the role of the media in the popularization of science? How do we deal with the vulnerabilities of our high-tech complex society? These are a few of the questions which we will try to tackle in this course.

Literature
- E-Readers and material from the UM Library.

Instructional format
Tutorial group meetings, lectures and a video analysis.

Examination
A group presentation on a topic that is related to the issues discussed in the course will act as midterm exam (20%). The final exam is an individual academic paper (50%). Also participation is part of the examination (30%).

This course is a prerequisite for the following course(s):
- HUM3048 Anthropology of Scientific Practice

HUM2047 - The Future of Literature?

Course coordinator

Drs C. Pohrib, Faculty of Arts and Social Sciences, Arts and Literature
codruta.pohrib@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

Prerequisite

None.

Recommended

HUM1012 Pop Songs and Poetry: Theory and Analysis or HUM1011 Introduction to Art. This course is relevant to students interested in literature and the new media.

Objective

- To learn how to reflect upon the distinctive features of literary texts in a critical and historically informed manner, with special attention to the issues raised by the appearance of the new electronic and digital media in the later half of the twentieth century.

Description of the course

The question of 'what is literature?' is an ancient one, which has been posed time and again, since the onset of Western civilization. Plato tackled the issue in the third book of The Republic, while Aristotle gave the subject extensive and systematic treatment in his Poetics, a treatise which remained authoritative well into the eighteenth century. The question has been addressed within ever changing social circumstances and media ecologies ever since. Literature as we know it today took on shape with the invention of print. Now that we have so many other media at our disposal besides the printed book, the question of 'what is literature?' returns to us with renewed urgency. In our contemporary multimedia culture, we may listen to a radio broadcast, watch a TV-series, go to a movie, play a digital game, surf the internet, read a hypertext, listen to a cd-rom, don a headset and scarf and move around in virtual reality, etc. What could be the place and function of literature within the context of this ever expanding multimedia landscape? As it is impossible to develop a perspective on the place and function of literature in the contemporary multimedia-landscape without a thorough knowledge of the functions and values traditionally accorded to literature, the major part of this course has been geared towards equipping you with these indispensable insights. Thus, the course provides a historical overview of the functions of literature, while engaging you in considering what place there is for these fucntions in the new media ecology.

Literature

- E-reader (Articles that are not included in the E-reader will be made available for photocopying through the UCM Reading Room or the UM Library)
- Canonized literary works such as Shakespeare's Hamlet and Wordsworth's "Ode: Intimations of Immortality from Recollections of Early Childhood".
- Ian McEwan-"Child in Time", Gunther Grass-"Crabwalk".

Instructional format

Tutorial group meetings and lectures.

Examination

An outline for your course paper, engagement in a peer review session of the outlines, and the paper itself.

HUM2050 - Topics in European Urban History

Course coordinator

Dr. B. Rulof, Faculty of Arts and Social Sciences, History,
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Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

Prerequisites

At least two courses in the field of history.

Recommended

HUM1013 The Idea of Europe: The Intellectual History of Europe or HUM2007 States and Nations in Europe, from the Middle Ages to the First World War.

Objectives

- To offer an introduction to the discipline of Urban History.
- To study the history of the urban phenomenon in Europe since the Middle Ages.

Description of the course

Today, more than half of the world population lives in what is commonly described as cities and towns – concepts which are often vaguely defined. From the first settlements in Mesopotamia onwards, the rise of urban communities has had a great impact upon human life. Consequently, the urban experience draws, and will continue to draw, attention amongst policy makers, scientists from a wide array of disciplines, artists, etc.

Urban history is a field of study that aims to answer some basic questions about the nature of European urbanized societies. This particular 'branch' of History often tends to be multidisciplinary. At least four major approaches exist: a focus on the urbanization process, urban biography (the history of a particular place), a third approach that deals with numerous themes in the context of cities within an historical framework, and, finally, a more constructivist study of cities which suggests that urban centres have been, and continue to be, shaped by notions of how society at large should be organised. In the latter instance, the argument will be made that urban planning, for example, has been (and is) informed by social, political and cultural beliefs and preferences. In order to fully understand this complex process, some assignments in a later stage of the course entails case studies such as Berlin, Rotterdam and even Maastricht.

In subsequent assignments, each of these approaches will be highlighted in the context of a discussion of key issues of European urban history. Not only will a variety of European cities be discussed in the course, the study of concrete examples will also help students understand how the urban past of Europe was given shape from the High Middle Ages onwards. In the last assignments, the course turns to the discussion of more contemporary problems of urban centres.

Literature

- General textbook, to be specified.
- E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

One presentation and a written examination (essay questions).

HUM2051 - Philosophical Ethics

Course coordinator

Prof. dr. M.J. Verkerk, Faculty of Arts and Social Sciences, Philosophy,
m.verkerk@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

Prerequisite

None.

Objectives

- To reflect upon our own behavior in society.
- To explore the most important ethical approaches that are necessary to understand the main societal problems of today and to act adequately.
- To study primary texts of ethics written by the most eminent philosophers of the past millennia.
- To support ethical decision making by analyzing professional practices.

Description of the course

How to behave in a fast-changing world? How can philosophy help to shed light on contemporary ethical issues? What is ethics really about? What moral decisions do we make? The importance of ethical deliberations is strongly growing. Nowadays, talk about ethics is everywhere, in the bar, in the boardroom, on the shop floor, on television, and in the papers.
In the first part of this course, we will study the grand narratives in ethics, examining Aristotelian, Stoic, Christian, Kantian, utilitarian, and postmodern approaches to ethics. We will discuss different questions: What is the nature, role, and foundation of ethics? Is ethics about 'the right thing to do', 'the good life', 'the good man', or all three together? Is there a universal moral framework, or can we only speak about a plurality of approaches? What is the relation between ethics and religion?
In the second part of this course, we will study some key disciplinary approaches in ethics. We will discuss environmental ethics, business ethics, and ethics of international justice. Especially, we will pay attention to the application of the grand narratives in ethics to major problems in our society. We will analyze professional practices to identify different ethical aspects.

Literature

- A. MacIntyre, 1998, *A Short History of Ethics,* Routledge, London and New York.
- E-Readers.

Instructional format

Tutorial group meetings, reading hour and a special assignment.

Examination

Participation, presentation of background research and a final essay.

This course is a prerequisite for the following course(s):

- HUM2052 Theorizing Terrorism: A Philosophical Investigation

HUM2052 - Theorizing Terrorism: A Philosophical Investigation

Course coordinator

O. van den Wijngaard (MA), Faculty of Humanities and Sciences, University College Maastricht, oscarvandenwijngaard@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

Prerequisites

COR1003 Contemporary World History and at least one of the following courses HUM1013 The Idea of Europe: The Intellectual History of Europe, HUM1007 Introduction to Philosophy or HUM2051 Philosophical Ethics.

Objectives

- To enhance our understanding of modern terrorism and the way we talk about it.
- To explore its historical and philosophical contexts, its aims and motives and the societal, political and religious contexts within which it occurs.
- To study its reception and interpretation by contemporary philosophers.
- To hone critical and conceptual analysis skills.

Many of the questions that will be raised will therefore be of a philosophical nature, and the emphasis will be on exploring ideologies, concepts, and interpretations.

Description of the course

In the first part of the course we will begin by exploring the difficult issue of defining terrorism, and by making an overview of the typology and structure of modern terrorist groups. Having thus established the object of our research, we will first familiarize ourselves with the historical and ideological roots of modern terrorism in the revolutionary and nihilist movements of the nineteenth century.

In the second part we will take a closer look at the various motives and rationales behind terrorism, tentatively grouped together under “nationalism”, “religion” and “ideology”. During the second part, teams of two or three members of the tutorial groups will make brief presentations, thus providing their fellow group members with specific information on several terrorist groups or regions traditionally associated with certain types of terrorism. In these presentations considerable attention will be paid to the difficulties of defining terrorism, as well the ideological, social and philsophical context of each group.

The last part of the course deals with the perceptions of and responses to terrorism. How does the public respond, how do governments react, how should comments such as those made by opinion makers as Noam Chomsky be understood? The emphasis here will not be on the way the so-called “War on Terrorism” is being carried out, but rather on the underlying perception of the terrorist threat and its origins. The conclusion of this course will consist of a discussion of the analysis of modern terrorism as given by John Gray in his book *Al Qaeda and what it means to be modern*, Jürgen Habermas in *Philosophy in a time of terror*, and Jean Baudrillard’s *The Spirit of Terrorism.*

Literature

- E-Readers.

Instructional format

Tutorial group meetings and discussions, workshops and lectures.

Examination

A presentation on one or more examples of recent terrorist groups or movements; and a paper, for which students will review a book as starting point for an exploration of a topic or approach from the course they want to investigate further.

HUM2054 - Reading Philosophers

Course coordinators

M. Doorman, Faculty of Arts and Social Sciences, Philosophy,
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S. Koenis, Faculty of Arts and Social Sciences, Philosophy,
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Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

Prerequisites

None.

Recommended

HUM1007 Introduction to Philosophy and/or COR1004 Political Philosophy.

Objectives

- To acquaint students with pivotal philosophical texts; to help students read primary texts of important philosophers.
- To provide students with the relevant contextual historical and political information.
- To introduce some classical philosophical problems.

Description of the course

In this course well known philosophical texts will be read and analyzed in detail. Reading philosophers, that is, the reading of some of their primary texts, is not just a pleasure in itself: most of the more interesting philosophers are also famous stylists. But it is also important to read the original texts instead of always relying on handbooks or (internet) encyclopedia to acquaint oneself with the central ideas of philosophers. There is a lot to learn from reading philosophers themselves, to see how they position themselves in the tradition of philosophy and in the contemporary intellectual debate, to determine what interesting problems are, and how one could go about searching for some answers or even solutions. Reading philosophers themselves also has merit for another reason: it turns out that philosophers use a variety of writing styles and publication media like a scientific treatise, a monograph, an essay, a collection of aphorisms or a novel. And last but not least: they provide the best introduction into some of the classical philosophical problems like: What can we know? How should we valuate? What is justice? Is there something like moral sense?

In the course we single out a group of 6 out of the following philosophers (with reservation): Plato, Augustine, Descartes, Hobbes, Spinoza, Montesquieu, Voltaire, Kant, Schopenhauer, Stuart Mill, Nietzsche, Wittgenstein, Heidegger, Margalit. They are responsible for some of the best philosophical work that has been produced in the western tradition.

Literature

- E-Readers.

Instructional format

Tutorial group meetings, including lectures.

Examination

Participation and two papers: a small midterm essay and a more substantial final essay at the end.

HUM2055 - History of Psychology

Course coordinators

Prof. dr. L. Boon, Faculty of Humanities and Sciences, University College Maastricht, louis.boon@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

Prerequisites

This course part of the Humanities, but is also quite relevant for Social Science students focusing on psychology. It is important to note that this is primarily a course in history, dealing with psychology as it's topic. It is not a psychology course with a historical dimension. As prerequisite for the course students will either have done some course(s) in history or in psychology, or, ideally, in both.

Objectives

- To become familiar with the development of psychology since the 16th century.
- To acquire knowledge about the scientific and social context in which psychology developed.

Description of the course

Psychology has always straddled the borderlines between the natural and the social sciences. Modern psychology has its origins in the scientific revolution of 16th century. The category of consciousness according to some defied physics, while others set out to reduce the mental to the material. In the 19th century the theory of evolution made inroads into traditional introspective philosophy of mind, and led to new approaches in the study of behavior. For some the proper object of psychology should be behavior instead of consciousness. So, over time, psychology has exhibited interesting ambiguities both about its own nature.

This course will follow some of these ambiguities, and will illuminate a number of traditional and modern problems of psychology. The following issues will be dealt with:

- The Scientific revolution as the origin of modern psychology;
- Consciousness. Mind and body, materialism and spiritualism;
- The experimental method and the rise of psychology in the 19th century;
- Man's place in nature. The theory of evolution and it's influence on psychology;
- Mental health, medicine and psychology;
- The psychological society. The diffusion of psychology in the workplace, culture and our personal life;
- The cognitive revolution. The return of mind in psychology;
- Brain as mind. The rise of cognitive neuroscience and its implications for the mind.

Literature

- E-Readers.
- Leahey. *A History of Psychology*

Instructional format

Tutorial group meetings with lectures.

Examination

Paper and test at the end of the course.

HUM2056 - Cultural Remembrances

Course coordinator

Drs. C. Pohrib, Faculty of Arts and Social Sciences, Arts and Literature,
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Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

NB: This course was formerly known as HUM2049 Cultural Remembrances in PostColonial Literature and Film.

Prerequisites

HUM1003 Cultural Studies I or HUM2031 Cultural Studies II and two 200 level courses in the Humanities and/or the Social Sciences.

Objectives

- To introduce students to contemporary debates and theories around social categories such as cultural memory, race, gender and class in connection to representations of violence, terror and shame.
- To provide students with analytical tools to deal with these problematic concepts in postcolonial literatures and film from different historical periods and cultural contexts**.**

Description of the course

More than two decades after the collapse of communism in Eastern Europe, the Central European countries, Slovenia, Bulgaria, and Romania have completed their "return to Europe" by joining the European Union and NATO, while the rest of the Balkan countries are still lagging behind, but making steps towards integration. However, the eastern/western divide is still present in the numerous debates about a common European memory. While cultural remembrances of the Holocaust have taken centre stage, the memory of the Gulag and the everyday life in socialist countries seems to pose ever more complex challenges to the construction of European memory. Especially with the wave of ostalgie (nostalgia for the east) and a developing interest in communist kitsch, the cultural remembrance of communism seems to be undergoing a premature oversimplification.

This course will equip you with a toolkit of conceptual perspectives on memory, justice, and the intricacies of nostalgia and the current place of post-communist remembrance in a European context. The theoretical texts will be accompanied by popular media artefacts that offer insights into the re-appropriations of communist experiences, thus presenting a lively picture of post-communist discourse in varied settings, from Germany and Poland to Romania and Russia. We will take a close look at how irony, nostalgia and the surreal combine in the production of various media artefacts and inquire into whether they serve to nuance or subvert the complexities of the afterlives of communism. What role do material culture and generational memory play in the equation? What forms of narrative become prevalent and what commonplace recur in contemporary post-communist discourse?

Required Literary Texts and Films:

- Boym, Svetlana. *The Future of nostalgia*. New York: Basic Books, 2002.Print.
- Todorova, Mariia Nikolaeva. *Remembering Communism: Genres of Representation*. New York: Social Science Research Council, 2010. Print.
- Todorova, Maria. Gille, Zsuzsa (eds).*Post-Communist Nostalgia*. New York: Berghahn Books, 2010.Print.

Instructional format

Lectures and tutorial group meetings and film viewings.

Examination

In-class presentations and a final analytical essay (3500-4000 words) applying the concepts discussed to one or two post-communist cultural texts.

This course is a prerequisite for the following course(s):

- SSC3040 Identities

HUM3019 - Totalitarian Temptation

Course coordinator

Dr. P. del Hierro, Faculty of Arts and Social Sciences, History,
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Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

Prerequisites

At least two of the following courses : HUM1013 The Idea of Europe: The Intellectual History of Europe, COR1003 Contemporary World History, HUM2007 States and Nations in Europe, from the Middle Ages to the First World War.

Objective

- To introduce students to the general theories on totalitarianism and familiarize students with various 20th century totalitarian regimes and movements.

Description of the course

This course is a history course that will study 20th century totalitarianism over a broad front. Attention is paid to both theories on totalitarianism as on totalitarian movements and regimes during the previous century. All the different variants of totalitarianism will be studied: national socialism in Germany, fascism in Italy, as well as communism in the Soviet Union and Eastern Europe. Postwar phenomena such as right-wing extremism, populism, and Apartheid in South Africa will be given attention as well. In each case we will see whether and in how far the different forms of totalitarianism can be understood from the perspective of the different theories about it. Special attention is given to the 'politics of memory' - collective remembrance and historical writing - and problems related to political transformation processes in various countries (Germany, Eastern Europe, South Africa).

Literature

- Todorov, T. (2003). *Hope and Memory. Lessons from the Twentieth Century*.
- E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

Mid-term paper and take home exam at the end of the course.

HUM3029 - Literature and Psychology

Course coordinator

Dr. M. Kardaun, Faculty of Arts and Social Sciences, Arts and Literature,
m.kardaun@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

Prerequisites

At least two 200-level courses in the Humanities or the Social Sciences. SKI2084 Writing in an Academic Context: Improving Argumentation and Style.

Recommended

HUM1007 Introduction to Philosophy or SSC1005 Introduction to Psychology

Objectives

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

Description of the course

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

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

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

Literature

- Bruno Bettelheim, *The Uses of Enchantment* (2nd, 1991).
- Umberto Eco, *The Limits of Interpretation* (2nd, 1991).
- Marie-Louise von Franz, *Puer aeternus* (3rd, 2000).
- Marie-Louise von Franz, *Shadow and Evil in Fairy Tales* (2nd, 1995).
- Sigmund Freud, *Creative Writers and Day-Dreaming* (1908).
- Sigmund Freud, *The Uncanny* (1919).
- C.G. Jung, *On the Psychology of the Unconscious* (1942).
- C.G. Jung, *Psychology and Literature* (1930).
- Kardaun*, Fighting the Angel* (2011).

Instructional format

Tutorial group meetings and lectures.

Examination

Presentation and a final paper.

HUM3034 - World History

Course coordinator

Prof. dr. L. Boon, Faculty of Humanities and Sciences, University College Maastricht, louis.boon@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

Prerequisites

Any course in history or sociology, COR1003 Contemporary World History or SSC1003 Theories of Social Order (SSC1001 Macro Sociology).

Objective

- To understand the major issues and episodes that have shaped the history of mankind. Focus will be on themes and topics that have had or are still having long term influences on historical development

Description of the course

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

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

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

Finally the course also touches upon the 'Rise of the West'. The contentious rise of Western Europe and North America as a dominant factor in worldhistory over the last 5 centuries will be the closing topic of the course.

Literature

- Christian. D, *Maps of Time* (2004) University of California Press.
- Additional material to be distibuted

Instructional format

Tutorial group meetings and lectures.

Examination

Paper and final exam with open questions.

HUM3036 - Narrative Media

Course coordinator

Dr. A. Swinnen, Faculty of Arts and Social Sciences, Arts and Literature,
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Semester	Period	ECTS	Concentration
Fall	1	5	Humanities

Prerequisites

At least two 200-level courses in the Humanities or Social Sciences.

Objectives

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

Description of the course

The first part of the course will explore the main concepts important for narratology as story, discourse, authorship, narrator, metafiction. Besides an introductory discussion of concepts and their application to short examples, students will be familiarized with various theories on narratology.

During the second part of the course, different media will be analyzed. It will be studied how these different media can construct a story and how the medium itself has an impact on the stories' structure.

Media we will discuss and analyse are short story, fixed image and series of images, comics, movies, hyperfiction and digital games. For students with an interest in literature mainly I suggest the textbook by Fludernik (2009), for students with a main interest in media I suggest Ryan 2004. We read chapters from both books in this course. The literature is available in the library.

The final essay has to apply the methods introduced to an example students can choose themselves. This is a course in the humanities and an approach to storytelling from social sciences or psychology is only possible in comparison to methods from the humanities.

Literature

- Fludernik, Monika (2009). *An introduction to narratology.* London: Routledge.
- Ryan, M.-L. (2004). *Narrative across Media*. Lincoln, London: University of Nebraska Press.

Instructional format

Tutorial group meetings, lectures, film viewings. A few lectures will be mandatory (see coursebook).

Examination

A short presentation in class (20%), active participation in class (20%) and a final essay of 5000 words (60%).

HUM3040 - Crucial Differences in the 21st Century

Course coordinator

Dr. L. van den Hengel, Faculty of Arts and Social Sciences, Centre for Gender and Diversity, l.vandenhengel@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Humanities

Prerequisites

At least one of the following courses: HUM2003 The Making of Crucial Differences (strongly recommended!) and/or HUM2031 Cultural Studies II and/or HUM1003 Cultural Studies I.

Objectives

- To acquaint students with contemporary configurations of gender, sexuality, 'race', and ethnicity, and the way in which these 'crucial differences' structure contemporary cultural processes, 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 continous production and reproduction of identity and difference, inclusion and exclusion, equality and inequality today.

Description of the course

This course considers a variety of contemporary configurations of gender, sexuality, race/ethnicity, and class. You will learn to examine the way in which these 'crucial differences' are constituted in the late twentieth and early twenty-first century, as well as to analyze the ways in which they function on sociocultural, political, and symbolic levels. The emergence of the various social movements during the 1960s and 1970s, such as the women's movement, the civil rights movement, and gay and lesbian liberation, and their lasting impact on society today, serves as a starting point of the course. We will examine how these diverse movements have shaped and reshaped the form and content of the identity of various minorities on individual and collective levels. Special attention will be directed to theories of intersectionality, which examine how the interactions between multiple inequalities and social hierarchies shape personal and social experiences, as well as political strategies and policies.

Subsequently, we will take a closer look at the complexity of such multiple inequalities, by tracing the entangled workings of gender, sexuality, and race/ethnicity through a variety of topical cases and questions. What was the role of social and embodied differences in the late twentieth century 'ethnic conflicts' in Rwanda and the former Yugoslavia? How does the interaction of norms of gender and sexuality structure contemporary performances of identity? In what ways are current practices of terrorism and counterterrorism inflected by dynamics of race, gender, and sexuality? How do advanced technologies such as cosmetic surgery and new reproductive techniques impact the human body, and how do such practices function as 'technologies' of gender, race, and class? How is intersexuality viewed in the Western world, and why is it medicalized? How do constructions of whiteness function in a globalized world? How can we analyze and evaluate the emergence of sexual nationalisms across Europe today? Why do women's sexual liberation and gay rights occupy such a prominent place in contemporary debates about Islam and multicultural citizenship?

As these cases indicate, the course draws on a variety of geographical and cultural locations and contexts. Diversity is also exemplified in the interdisciplinary approach that characterizes gender and diversity studies as an academic field. The texts used in this course draw on theories and methods from disciplines such as philosophy, sociology, anthropology, and cultural studies, as well as from the fields of feminist theory, postcolonial theory, and queer studies. Through critical inquiry into concrete cases as well as major texts - including modern classics in the field such as Judith Butler's Gender Trouble and Joan Scott's The Politics of the Veil - this course offers you dynamic ways to think through the complexities of our times, and to examine the multiple ways in which processes of identity and difference, inclusion and exclusion, equality and inequality are produced and reproduced in ongoing flows of negotiation and transformation.

Literature

- E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

Midterm take home exam and final research paper.

HUM3041 - Shakespeare on Screen

Course coordinator

Dr. J. de Roder, Faculty of Arts and Social Sciences, Arts and Literature,
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Semester	Period	ECTS	Concentration
Spring	4	5	Humanities

Prerequisites

At least two 200-level courses in the Humanities.

Objective

- To learn to read Shakespeare's plays and to reflect on screen adaptations of these plays.

Description of the course

The course will start with a general introduction to Shakespeare, his plays, his world, and his reception through the ages, with special attention to Hamlet, King Lear, Macbeth, and Othello. We will study classical interpretations of these plays (contemporary, romantic, the twentieth century – from psychoanalysis to poststructuralism) and confront these interpretations with famous screen adaptations (Laurence Olivier, Roman Polanski, Kenneth Branagh, etc.).

Literature

- Jackson, R. (2000). *The Cambridge companion to Shakespeare on film*. Cambridge University Press.
- Rothwell, K.S. (1999). *A history of Shakespeare on screen. A century of film and television*. Cambridge University Press.

Instructional format

Tutorial group meetings, lectures and video presentations (including discussion).

Examination

An essay and a presentation of the essay (using video).

HUM3042 - Biopoetics: An Evolutionary Approach to Art, Literature, Music and Religion

Course coordinator
Dr. J. de Roder, Faculty of Arts and Social Sciences, Arts and Literature,
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Semester	Period	ECTS	Concentration
Spring	5	5	Humanities

Prerequisites
At least two 200-level courses in the Humanities or at least two 200-level courses in the Sciences.

Objective
- To learn how to evaluate evolutionary approaches to art, literature, and music.

Description of the course
Students will familiarize themselves with the basic concepts of evolutionary theory and cognitive science in order to able to evaluate the controversies and debates within the framework of an evolutionary perspective on art, literature and music. Several themes will be discussed, such as: the mating mind; artistic universals; human nature: blank or pre-wired, the rhythm of poetry; the science of art; the origins of music, grooming, gossip, and the novel; art as adaptation vs. art as by-product; etc.

Literature
- Charlesworh, B., & Charlesworh, D. (2003). *Evolution: A very short introduction*. Oxford University Press, Oxford.
- Carroll, J. (2004). *Literary Darwinism: Evolution, Human Nature, and Literature*. London: Routledge.
- Gotschall, J., & Wilson, D.S. (2005). *The Literary Animal: Evolution and the Nature of Narrative*. Northwestern University Press.
- Turner, M. (2006). *The Artful Mind: Cognitive Science and the Riddle of Human Creativity*. Oxford University Press.

Instructional format
Tutorial group meetings, lectures and video viewings (documentaries).

Examination
An essay and a presentation of the essay.

HUM3045 - Distributive Justice in Contemporary Political Philosophy

Course coordinator
Dr. T. Dekker, Faculty of Humanities and Sciences, University College Maastricht,
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Semester	Period	ECTS	Concentration
Fall	1	5	Humanities & Social Sciences

NB: This course can be used for both the Social Sciences and Humanities concentration.

Prerequisite
COR1004 Political Philosophy.

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

Objectives

- To examine some recent developments in political philosophy, focusing on current scholarly disputes in the field of distributive justice.
- To engage with the work of today's leading political philosophers and critically evaluate their arguments.
- To discover one's preferred conception of justice.

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

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

Literature

- E-Reader containing contemporary papers and chapters.

Instructional Format
Tutorial group meetings.

Examination
A final paper presenting the student's considered views on the question of distributive justice, and a critical review of one of the articles discussed.

HUM3048 - Anthropology of Scientific Practice: Science in Action

Course coordinator

Dr. J. Mesman, Faculty of Arts and Social Sciences, Technology and Society Studies,
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Semester	Period	ECTS	Concentration
Fall	2	5	Humanities & Social Sciences

NB: This course can be used for both the Humanities and Social Sciences concentration.

Prerequisite

HUM2046 Living in a Technological Culture I: Introduction to Science and Technology Studies.

Objectives

- Students gain insight into the contemporary challenges and dynamics of knowledge production in the sciences.
- Students gain insight into the complexities of how scientific knowledge is distributed and communicated in society.
- Students reflect critically on 'common sense' views of the making and use of scientific claims.

Description of the course

The course 'Living in Technological Cultures' has introduced a range of issues related to the impact of scientific and technological innovations on contemporary societies and vice versa, and discussed the basic tenets of the field of Science and Technology Studies. This second course in the field of Science and Technology Studies takes the next step and analyses the complexities involved in the production and dissimination of scientific knowledge. We wil take the idea that most knowlede production today happens in a context of multi-disciplinarity, as our point of departure. Taking this idea seriously entails a recognition that we need different notions of objectivity, expertise, commercialisation, accountability, validity, etc, than in the age of disciplinary organization of science. Understanding this shift also entails a recognition of the altered institutional infrastructure and political economies of knowledge production.

This course will examine such shifts through empirical examples of scientific practice in domains such as climate science, health science, life science, information science,. The course also involves an interview with a researcher in a lab in order to study science-in-action.

Literature

- E-Readers.

Instructional format

Tutorial group meetings, lectures and a visit to a scientific lab.

Examination

Participation in and preparation of tutorial meetings, a team presentation and an individual paper.

Sciences (SCI)

SCI1004 - Introduction to Chemistry

Course coordinator

Dr. A. Perez-Gavilan, Faculty of Humanities and Sciences, Maastricht Science Programme, ariane.perez-gavilan@@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

NB: This course was formerly known as SCI1003 Introduction to Organic and Inorganic Chemistry.

Prerequisite

None.

Objectives

- To teach the first principles of organic and inorganic chemistry for future students in medicine, biology and molecular life sciences, in such a way that they can apply these concepts to solve typical chemical and biomedical problems.
- To give you the ability to recognize chemical compounds and to understand their basic physical and chemical properties.
- To enable you to understand the basic physical chemistry of fundamental importance to most natural processes, such as thermodynamics, acid-base behavior and electrochemistry.
- To provide the basic knowledge for further advanced courses in chemistry, biochemistry and the life sciences.

Description of the course

The emphasis of this course will be on a number of essential topics in modern chemistry. In the first part of the course the focus will be on the general chemistry of materials. These materials can be either organic or inorganic. Special attention will be paid to the structure of atoms and their place in the periodic table and the properties of various types of chemical bonds. Other important topics are the characteristics of gases/liquids/solids, thermodynamics and reaction kinetics. The second part of the course focuses more specifically on the application of inorganic and organic chemistry in the life sciences. Typical topics in this part of the course are acid-base chemistry, electrochemistry and chemical bonding theory. The course will end with a special topic on biosensors, describing the complex interplay between chemical sensors and biomolecules. Basic knowledge of chemistry is important in a wide variety of disciplines, ranging from (life) sciences and medicine to management, economics and government fields of study.

Literature

- To be announced.

Instructional format

Tutorial group meetings and Lectures. Problem-Based Learning (PBL) is not ideally suited for this subject. As a result, problems will be supplemented with more structured learning assignments based on exercises, which can be found in the textbook.

Examination

Student evaluation will be based on 1) a midterm examination, which consists of a mixture of multiple choice and open questions, 2) a final examination, which consists of open questions, 3) the contributions to the tutorial group in the form of presented problem solutions, 4) a PowerPoint presentation on a selected topic in organic or inorganic chemistry.

This course is a prerequisite for the following course(s):

- SCI2006 Medical Microbiology
- SCI2017 Organic Chemistry
- SCI2035 Biochemistry I
- SCI3033 Physical Chemistry

SCI1005 - The Information Society

Course coordinator

Prof. dr. A.F. Harmsen, School of Business and Economics,
f.harmsen@@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	5	5	Sciences & Social Sciences

NB: This course can be used for both the Social Sciences and Science concentration.

Prerequisite

None.

Recommended

SSC1027 Principles of Economics and/or SSC2036 Introduction to Business Administartion.

Objectives

- To introduce students to the role of data, information and knowledge in the present and future society.
- To familiarize students with the background of knowledge management, its models and application in society.
- To introduce students to modeling and developing information systems, including concepts such as enterprise architecture, modeling techniques and modern programming languages.
- To provide an overview of models, techniques and tools to analyze, process and interpret data, information and knowledge.
- To introduce students to the organization and governance of data, information and knowledge.

Description of the course

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

All these developments have led to the present-day information society. The information society is a society in which the creation, distribution, use, integration and manipulation of information is a significant economic, political, and cultural activity. The aim of the information society is to gain competitive advantage internationally, through using information technology (IT) in a creative and productive way. The knowledge economy is its economic counterpart, where wealth is created through the economic exploitation of understanding. People who have the means to partake in this form of society are sometimes called digital citizens. This is one of many dozen labels that have been identified to suggest that humans are entering a new phase of society.

This course offers an overview of the Information Science, providing both a theoretical grounding and a pragmatic approach to applying key concepts. Drawing on ideas, tools, and techniques from such disciplines as sociology, cognitive science, organizational behavior, and computer science, the course shows the information society from different perspectives: the society , and its various aspects, as a whole, but also elements such as an individual organization, information technology, and people. The course serves as an introduction to other Information and Computer Science courses, in which the various topics of Information Society will be discussed in more detail.

Literature

- Reader
- Kimiz Dalkir, *Knowledge Management in Theory and Practice* (2nd edition), MIT Press, 2011. (tentative)

Instructional format

Tutorial group meetings and lectures.

Examination

During the course the students make several small assignments. Part of the examination is a theme paper or essay on an aspect of the Information Society. Theoretical aspects of the course are applied and concepts are translated to practical usability. Another part is a written exam**.**

SCI1006 - Computer Science

Course coordinator

Dr. E. Smirnov, Faculty of Humanities and Sciences, Department of Knowledge Engineering, smirnov@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences

Prerequisite

None.

Objective

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

Description of the course

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

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

Literature

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

Instructional format

Lectures and practical lab sessions.

Examination

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

This course is a prerequisite for the following course(s):

- SCI2033 Datamining

SCI1009 - Introduction to Biology

Course coordinators

Dr. B. Schutte, Faculty of Health, Medicine and Life Sciences, Department of Pathology & Molecular Cell Biology, bert.schutte@maastrichtuniversity.nl
Dr. L. Bevers, Faculty of Humanities and Sciences, University College Maastricht, lonneke.bevers@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Sciences

Prerequisite

None.

Objectives

- To provide students with a good basic knowledge required to enter more specialised courses in life sciences.
- To gain insight in the biology of organisms.
- To increase appreciation and knowledge of the science of life.

Description of the course

Biology, the science of life, studies the organisms as the basic units of life. How they are evolved, how they are build up, how they act, how they communicate with each other, how they are related to the non-living environment, and how they reproduce. Since organisms are built up of cells, the basic unity of all life forms, the course will start with providing insight in the basic structure and function of cells and their organelles and the differences between prokaryotes and eukaryotes. We will continue by discussing the biomolecules essential for life and the processes that generate these molecules in the cell. Because organisms also grow and reproduce, the course will further focus on topics such as the genome and its replication, transcription and translation, basic (Mendelian) genetics and the principles of cell growth and differentiation, metabolism and reproduction. The course will end with a comparison of the cycle of life of different species.

Literature

- Sadava et al., *Life, the science of biology*, 9th edition, 2010.
- Alberts et al. *Molecular Biology of the Cell*, 5th edition, 2008.

Instructional format

Lectures, tutorial group meetings, and 1-2 workshops will be organized to deal with the different biology subjects. In addition, 1-2 plenary meetings of students and staff members will be organized, during which (groups of) students will present the results of a literature study (end of the course). A schedule of students and times of these presentations will be given at the start of the course.

Examination

A midterm test with true/false questions and a final test with open questions will be organized during the course. Furthermore, a literature study plus presentation on a selected biology topic will be carried out by (groups of) students at the end of the course.

This course is a prerequisite for the following course(s):

- SCI2006 Medical Microbiology
- SCI2009 Human Physiology
- SCI2022 Genetics and Evolution
- SCI2031 Immunology
- SCI2035 Biochemistry I
- SCI2037 Cell Biology
- SCI3048 Cellular Dynamics and Communication

SCI1010 - Quantitative Reasoning

Course coordinator

Dr. D. Vermeulen , School of Business and Economics , Quantitative Economics,
d.vermeulen@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Science & Social Science

NB: This course can be used for both the Social Sciences and Science concentration.

Prerequisite

None.

Objectives

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

Description of the course

Students learn to analyze mathematical problems from various fields in mathematics, such as analysis, algebra, probability theory and discrete mathematics. Thus, students are trained to model and solve quantitative problems from a wide variety of disciplines. The course is intended in particular for students with only a limited mathematical background from pre-university education.

The course guides students through a wide variety of topics in mathematics and its applications. Topics may range through, but need not be limited to, solving equations and inequalities, techniques for differentiation and integration, function analysis, logic and reasoning, conic sections, complex numbers, difference equations, probability theory, geometry, approximation and optimization techniques.

Literature

Reader.

Instructional format

Tutorial group meetings and lectures.

Examination

Written exam and homework assignments

This course is a prerequisite for the following course(s):

- SCI2002 Discrete Mathematics
- SCI2010 Introduction to Game Theory
- SCI2018 Calculus
- SCI2019 Linear Algebra
- SCI2036 Artificial Intelligence
- SCI2061 Statistics I

SCI1016 - Sustainable Development: An Introduction

Course coordinator

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Semester	Period	ECTS	Concentration
Fall	2	5	Sciences & Social Sciences

NB: This course can be used for both the Social Sciences and Science concentration.

Prerequisite

None.

Objectives

- To gain a basic understanding of the (various perspectives on the) concept of sustainable development and some of the main related contemporary ideas, concepts and theories.
- To grasp and appreciate the historical, political, social, economic and environmental dimensions of the concept of sustainable development.
- To be able to translate and apply general theories and concept of sustainable development to a case study (poster presentations).
- To evaluate the usefulness of contemporary ideas about how to achieve a more sustainable society.

Description of the course

Today it is acknowledged that achieving sustainable development at the global scale is one of the greatest challenges for the 21st century. However, sustainable development means different things to different people.

This course is aimed at developing the students' understanding of sustainable development as a complex and fluid concept, which will continue to evolve over time. But common characteristics underlie the many streams of thought.

In part 1 of the course, some of these main concepts, ideas and theories related to the complex and ambiguous term of sustainable development will be illuminated, using present-day cases. Key ideas/concepts discussed are: the Tragedy of the Commons, ecosystem services, biogeochemical cycles, carrying capacity and ecosystem dynamics, and uneconomic growth. Furthermore, sustainable development requires an understanding that inaction has consequences and that we must find innovative ways to deal with the important economic, social and ecological trade-offs involved. However, there is no detailed plan of action or a formula that we can all blindly follow. There is no one solution.

In part 2 of the course, students will learn about some of the contemporary ideas about how to achieve a more sustainable society, including contemporary developments in corporate sustainability an sustainable production (e.g. Cradle-to-Cradle), the role of lifestyles and consumer choices and about the opportunities and pitfalls of (the global) governance for sustainability. As part of the examination students will link theories/concepts/ideas discussed in the course to a self-selected case study in a poster presentation.

Literature

- E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

Practical assignments (poster presentation) and a final exam.

This course is a prerequisite for the following course(s):

- SSC3016 Sustainability Assessment: Tools and Methods
- SSC3047 Development & Poverty in the 21st Century

SCI2002 - Discrete Mathematics

Course coordinator

Dr. G. Schoenmakers, Faculty of Humanities and Sciences, Department of Knowledge Engineering, gm.schoenmakers@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

Prerequisites

SCI1010 Quantitative Reasoning. Students with substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii) can contact the coordinator to request a waiver.

Objective

- To make students familiar with several fundamental concepts in mathematics, a.o. logic, numbers, proofs, sets, relations, functions and combinatorics.

Description of the course

The language of mathematics is an unambiguous one, which makes it play an important part in many scientific studies. In the Discrete Mathematics course students learn to speak the mathematical language, to think like a mathematician.

The students will learn the mathematical meaning of the following fundamental concepts:

1. Numbers, e.g. integers, rational numbers and real numbers and properties that these numbers have;
2. Logic and how to use logic to construct mathematical proofs;
3. Sets and concepts related to sets, like intersections, unions and differences;
4. (Mathematical) relations and their properties;
5. Functions and related concepts;
6. Combinatorics, the science of 'smart counting', with basic concepts like permutations and combinations.

These basic issues will, in one way or another, be discussed in just about every mathematics course, making the Discrete Mathematics course very useful to combine with other mathematics courses. The course also is useful for students who are interested in Computer Science and Econometrics. Just how frequently and widely applied the concepts, introduced in the Discrete Mathematics course, are, is very well captured by a quote from a former UCM-student, who took the course a few years ago. She wrote: 'In hindsight, this probably was the most useful course I've ever taken and it has helped me in many others.'

Literature

- Chetwynd, A., & Diggle, P. *Discrete Mathematics*.
- Lecture notes will be provided via EleUM.

Instructional format

Frontal, but interactive instruction and active training in comprehending the instructed material by spending a lot of time on problem solving, either individually or jointly with other participants. There are no tutor groups for this course. During all contact hours instruction and practice will alternate in line with the progress of the material in the book/lecture notes.

Examination

Two written exams (one midterm and a final exam).

This course is a prerequisite for the following course(s):

- SCI2026 Graph Theory

SCI2006 - Medical Microbiology

Course coordinator

Dr. L. van Alphen, Faculty of Health, Medicine and Life Sciences, Department of Medical Microbiology, MUMC,Lieke.van.alphen@mumc.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

Prerequisites

SCI1009 Introduction to Biology or SCI 1004 Introduction to Chemistry. Students with substantial high school experience in Biology or Chemistry (For an indication of the relevant topics, see SCI-B and SCI-C, p. vi-viii) can contact the coordinator to request a waiver.

Objectives

- To obtain basic knowledge of medical microbiology, i.e. of bacteriology, virology and genetically modification of microorganisms.
- To study the characteristics of a selection of micro-organisms in relation to their related infectious diseases, more specific pathogenesis, immunity, epidemiology, diagnosis and therapy.

Description of the course

The 7 weeks course will be divided in three parts:

Bacteriology (3 weeks):

1) Introduction in bacteriology. General principles of replication, classification and identification of bacteria will be adressed. Presence of bacteria in humans, animals and plants and composition of the indigenous flora will be discussed. These items will be discussed in an introduction lecture, expert meeting and practical sessions.
2) Microbial metabolism, microbial growth and nutrition. In this part you will learn about microbial growth curves, and learn to predict the effect of different environmental conditions on bacterial growth. The items will be discussed in a lecture, an expert meeting and in PBL tutorial meetings.
3) Bacterial infections, including adhesion, invasion and biofilmsand antibacterial resistance: This part will be discussed in a lecture and in PBL tutorial meetings. As example for a worldwide important bacterial infection we will discuss tuberculosis. Furthermore, the acquisition of antimicrobial resistance and the epidemiology of worldwide antimicrobial resistance will be discussed.

Genetically modified microorganisms (1 week):

1) Introduction in genetical modification of microorganisms, acquisition of novel genetic information in microbes via mutations and genetic exchange, specifically conjugation, transformation and transduction. You will gain insight in the purposes of modifications and the tools that are available. This part will be addressed by a lecture, an expert meeting and in PBL tutorial meetings

Immunity to infections and Immunisation (1 week):

1) Host defenses to infection, including primary defenses, innate immunity, and acquired immunity.
2) Vaccinations
   In this part you will learn about the body's response to infection and the prevention of infection by immunisation.

Virology (2 weeks):

1) Introduction in virology. General principals of replication, classification and pathogenesis of viruses will be discussed in introduction lecture and an expert meeting.

1. Viral infections: The second part will consist of 2 topics and will be discussed in PBL approach. Topics to be discussed are influenza,HIV and zoonotic infections. The unique characteristics of the structure of these viruses and its importance for epidemiology. This part will be finished with a lecture about viral outbreaks

Literature

- Murray. *Medical Microbiology*. (5th ed.)
- Brock. Biology of Microorganisms (11th ed.)
- Abbas & Lichtman Basic Immunology (3rd ed.)
- (Review) articles, mentioned in course manual.

Instructional format

Practical session, expert meetings, tutorial group meetings and lectures.

Examination

A final written test and a presentation. Furthermore, professional behaviour (participation in PBL meetings) will be part of the evaluation.

SCI2009 - Human Physiology

Course coordinator

Dr. A.J. Gilde, Faculty of Health Medicine and Life Sciences, Department of Physiology, A.Gilde@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences

NB: This course was formerly known as SCI2008 Homeostatic Principles of Human Physiology. This course is designed to be taken in combination with SKI2079 Lab Skills: Human Anatomy and Histology. Students wishing to take the Lab Skills should concurrently enroll in, or have completed, this course. Students wishing to take SCI2009 Human Physiology without taking the Lab Skills may do so.

Prerequisites

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

Objective

- To obtain basic knowledge of human physiology

Course Description

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

Literature

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

Instructional format

Lectures and tutorial group meetings

Examination

Written exam and a paper on a physiological subject of choice.

This course is a prerequisite for the following course(s):

- SCI3007 Endocrinology

SCI2010 - Introduction to Game Theory

Course coordinator

Dr. G. Schoenmakers, Faculty of Humanities and Sciences, Department of Knowledge Engineering, gm.schoenmakers@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

Prerequisites

SCI1010 Quantitative Reasoning. Students with substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii) can contact the coordinator to request a waiver.

Objective

- To familiarize the students with the fundamentals of Game Theory.

Description of the course

What is a game?

The word game may make you think of things like poker, chess or backgammon, within the context of this course its meaning is far broader. A game is basically a decision problem in which several parties are involved. Generally these parties have different and conflicting interests, and often there is no solution to the decision problem that will make all parties happy. The parties in the conflict are normally called players (or agents), but one should keep in mind that these may just as well be firms competing for their market shares, animals fighting over a territory, children trying to get the biggest piece of cake, or politicians fighting over the distribution of budgets. We encounter very fundamental issues like rationality, expectations, fairness, power, cooperation, threats, manipulations, risk, stability. In some games everything depends on strategic possibilities of the players. In such games we also encounter information structures; what does each player know about the other player's possibilities and goals. Does A know that B knows that A knows that B knows etc?

Game Theory: Game Theory analyzes different types of games and their solution concepts. Analyzing, or solving, a game boils down to answering a *mathematical* question and then interpreting the result.

In the games that we discuss in the Game Theory course the solution depends on strategic possibilities of the players. We will discuss the games in order of increasing strategic possibilities, which means that as the course progresses, the games become more complex. Many examples shall be discussed to clarify the issues and many exercises will be provided to learn how to compute solutions.

Literature

- Lecture Notes *Introduction to Game Theory* by Frank Thuijsman will be provided.

Instructional format

Frontal, but interactive instruction and active training in comprehending the instructed material by spending a lot of time on problem solving, either individually or jointly with other participants. There are no tutorial groups for this course. During all contact hours instruction and practice will alternate in line with the progress of the material in the lecture notes.

Examination

There will be two written exams (one midterm and one final exam) that consists of solving a number of "open" problems.

SCI2011 - Introduction to Programming

Course coordinator
To be announced, Faculty of Humanities and Sciences, Department of Knowledge Engineering,

Semester	Period	ECTS	Concentration
Fall	1	5	Sciences

Prerequisites
Abstract thinking ability. Basic math knowledge is assumed. No prior programming experience is required.

Recommended
SCI1006 Computer Science.

Objective

- To introduce students to modern programming using the object-oriented programming language Java. For this, we use the Processing environment (which builds on top of the Java programming language) to introduce you to the core computational concepts.

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

The course shows how basic data types and control statements are used traditionally. More precisely, we will deal with concepts such as variables, data structures, functions and object orientation. These need to be understood in all their facets. Furthermore, students will gain insight in the combination techniques and abstraction techniques available to build computer programs. It then considers the object-oriented features of Java and their usage for program design.

Literature

- Daniel Shiffman. *Learning Processing: A Beginner's Guide to Programming Images, Animation, and Interaction*. ISBN-13: 978-0-12-373602-4
- www.learningprocessing.com
- www.processing.org

Instructional format
Lectures and practical lab sessions. There is an attendance requirement of 83% for the total of all sessions. Essentially, this means that you are allowed to miss max. 2 of 12 sessions. Moreover, each practical session contains an assignment. These assignments influence your exam grade (see `Examination').

Examination
Weekly programming assignments, A closed-book, open-questions exam at the end of the course. Possibly, a closed-book, open-questions re-sit exam. Additionally, all unfinished assignments (if any) need to be handed in although you will not receive any extra points for these assignments.

This course is a prerequisite for the following course(s):

- SCI2033 Datamining

SCI2012 - Globalization, Environmental Change and Society

Course coordinator

Dr. A. Offermans, Faculty of Humanities and Sciences, International Centre for Integrated Assessment & Sustainable Development,
a.offermans@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences & Social Sciences

NB: This course can be used for both the Social Sciences and Science concentration.

Prerequisite

None.

Objectives

- Gain knowledge on different ways to define the phenomenon of globalization,
- Learn to understand globalization as transplanetary connectivity,
- Gain understanding of the global character of water, water scarcity and the role of globalization herein,
- Gain knowledge on the functioning of several conventional and renewable energy sources and their ability to make up for our future energy demands,
- Gain understanding of the physical mechanisms underlying climate regulation and climate change, the risks related to climate change and the role of feedback mechanisms,
- Gain knowledge on international agreements and actions to combat (negative consequences of) climate change, understand these actions, and learn to identify strengths and weaknesses,
- Gain knowledge about sources, manifestations and effects of primary and secondary air pollutants,
- Gain knowledge on different types of waste, ways to deal with them and their effects on society and the environment,
- Understand positive and negative consequences of globalization on health in different parts of the world,
- Adopt an interdisciplinary and integrative attitude towards handling the complex interrelationship between global developments, the environment and society by making use of a metaphoric case study of Easter island.

Description of the course

In recent decades, human dynamics, political relations and the global environment have been changing at an accelerating rate. Globalization plays an important role in the acceleration and direction of these changes. But what does 'globalization' exactly mean? At the moment we are witnessing changes which have different impacts on individuals, societies, and our environment. During the course we will learn more about the nature and form of these global changes that are occurring in the world of today. Changes will create new situations offering new opportunities and challenges, but also threats to the global environment. Topics to be discussed during the course include: climate change, health, climate governance, economic trade, water footprint, air pollution etc. This course is primarily about deepening our understanding of the nature, processes and potential impacts of what has commonly become known as 'Globalization', with a strong focus on the environmental side of these impacts.

Literature

To be announced, but likely to consist of a selection of articles, papers and/or book chapters.

Instructional format

Tutorial group meetings and lectures.

Examination

The course will be graded either through an assignment (paper) and a final examination (written test), and/or the final examination combined with a participation grade.

This course is a prerequisite for the following course(s):

- SSC3016 Sustainability Assessment: Tools and Methods

SCI2017 - Organic Chemistry

Course coordinator

Prof. dr. T.J. Cleij, Faculty of Humanities and Sciences, Maastricht Science Programme, thomas.cleij@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences

Prerequisite

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

Objectives

- To teach the basic principles of organic chemistry for future students in medicine, biology and molecular life sciences.
- To give you the ability to recognize organic compounds and to understand their basic physical and chemical properties.
- To enable you to understand typical organic reactions, and be able to apply them to obtain well defined organic compounds.
- To present a broad spectrum of characterization methods used in organic chemistry and to give you the ability to use the results found with these methods to identify organic molecules.
- To provide sufficient knowledge for further advanced courses in chemistry, biochemistry and the life sciences.

Description of the course

This course focuses on various important subject areas, which form the basis of organic chemistry. The first subject area of interest provides a general overview and relates to atomic theory, bonding theory, hybridization, molecular orbital theory and resonance. The second area deals entirely with stereochemistry, which is an essential topic in the life sciences, since stereochemistry often determines the activity of biological compounds or medicines. The third important area focusses on characterization methods used in organic chemistry and their application in the identification of organic molecules. The remaining and most important subject area is dedicated to organic reactivity. To this end, a logical review will be provided of the reactivity of the most important functional groups, as applied in organic synthesis. This review will not only consist of comparatively simple molecules, such as alkanes, alcohols, aldehydes, ketones, carboxylic acids and amines, but will also be illustrated with examples from more complex biomolecules.

Literature

- "*Chemistry*" by Blackman, Bottle, Schmid, Mocerino and Wille; Wiley 2nd edition 2012.

Instructional format

Tutorial group meetings and Lectures. Problem-Based Learning (PBL) assignments will be supplemented with more structured learning assignments based on exercises, which can be found in the textbook. In case of less than 6 participating students, the course format and examination will be adjusted.

Examination

Student evaluation will be based on 1) a midterm examination, which consists of a mixture of multiple choice and open questions, 2) a final examination, which also consists of a mixture of multiple choice and open questions, 3) the contributions to the tutorial group in the form of presented problem solutions and research assignments.

This course is a prerequisite for the following course(s):

- SCI3033 Physical Chemistry

SCI2018 - Calculus

Course coordinator

Dr. P. Bonizzi, Faculty of Humanities and Sciences, Department of Knowledge Engineering, pietro.bonizzi@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

Prerequisite

SCI1010 Quantitative Reasoning. Students with substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii) can contact the coordinator to request a waiver.

Objective

- In this course we provide an introduction to calculus. Emphasis is on an understanding of the basic concepts and techniques, and on developing the practical, computational skills to solve problems from a wide range of application areas.

Description of the course

From high school, most students will be familiar with some basic techniques related to the analysis of functions of a single variable. Usually this includes techniques for calculating zeroes, for determining maxima and minima, for finding asymptotes and for drawing graphs. There will also have been some emphasis on calculating slopes by means of differentiation and on computing integrals. In this course, these techniques are put into a broader perspective and are formalized.
The course will start with discussing complex numbers, followed by discussing limits and formalizing them. Next derivatives are defined in terms of limits and the approach for computing derivatives is briefly discussed. Derivatives are then used for approximating functions with Taylor series (including error bounds) and for numerical optimization with Newton's method.
After this we will discuss Riemann sums, the fundamental theorem of calculus and antiderivatives. As integration methods integration by parts and inverse substitution are discussed.
Then we focus our attention to infinite series with special intention to geometric series and Fourier series. Finally we will discuss multivariable calculus in the form of partial derivatives.

Literature

- Adams, R.A. and Essex, C. (2013). *Calculus, A Complete Course, 8th edition.* Prentice Hall Canada.

Instructional format

Frontal, but interactive instruction and active training in comprehending the instructed material by spending a lot of time on problem solving, either individually or jointly with other participants. There are no tutor groups for this course. During all contact hours instruction and practice will alternate in line with the progress of the material in the book.

Examination

Two written exams (one midterm and a final exam).

This course is a prerequisite for the following course(s):

- SCI2038 Physics
- SCI3003 Optimization
- SCI3006 Mathematical Modeling
- SCI3033 Physical Chemistry

SCI2019 - Linear Algebra

Course coordinator

Dr. P. Bonizzi, Faculty of Humanities and Sciences, Department of Knowledge Engineering, pietro.bonizzi@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences

Prerequisite

SCI1010 Quantitative Reasoning. Students with substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii) can contact the coordinator to request a waiver.

Objective

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

Description of the course

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

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

The second theme addresses linear functions and mappings, which can be studied naturally from a geometric point of view. This involves geometric 'objects' such as points, lines and planes, and geometric 'actions' such as rotation, reflection, projection and translation.

One of the main tools of linear algebra is offered by matrices and vectors, for which a basic theory of matrix-vector computation is developed. This allows one to bring these two themes together in a common framework, in what turns out to be an exceptionally fruitful way. By introducing the notions of vector spaces, inner products and orthogonality, a deeper understanding of the scope of these techniques is developed, opening up a large array of rather diverse application areas.

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

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

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

Literature

- Lay, David C. (2012). *Linear Algebra and Its Applications.* (4th ed.) Pearson. ISBN 13: 978-0-321-62335-5.

Instructional format

A combination of interactive frontal instruction and active training. Students will be guided in comprehending the material by spending a considerable amount of time on problem solving, either individually or jointly with other participants. There are no tutor groups for this course; all contact hours will include both instruction and practice, roughly following the progress of the material in the book.

Examination

There will be two written tests on parts of the course that consists of solving a number of open problems. For those who do not pass these tests, there will be a written exam on the entire course.

This course is a prerequisite for the following course(s):

- SCI3003 Optimization
- SCI3006 Mathematical Modeling

SCI2022 - Genetics and Evolution

Course coordinator

Dr. H. Smit, Faculty of Psychology and Neuroscience, Cognitive Neuroscience,
h.smit@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Sciences

NB: This course was formerly known as SCI2020 Evolution
This course is designed to be taken in combination with SKI2088 Lab Skills: Genetics. Students wishing to take the Lab Skills should concurrently enroll in, or have completed, this course. Students wishing to take SCI2022 Genetics and Evolution I without taking the Lab Skills may do so.

Prerequisites

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

Objectives

- To acquaint students with genetics and evolutionary theory.
- To provide students with insight into the essentials of genetic and evolutionary models and their applications in biology, medicine and psychology.

Description of the course

Within the life sciences there are two kinds of theories that deal with phenomena: proximate-causal theories and ultimate causal theories. Molecular genetics is indispensable for understanding the proximate causation of phenomena. It explains how genetics information, encoded in the DNA, is transcribed and translated into molecules that are involved in the development of characteristics (phenotypes) of an individual. Evolutionary theory tries to solve problems related to the ultimate causation of phenomena. Why have specific genotypes been selected through selection on phenotypes? Its core discipline is evolutionary genetics. Genetics and evolutionary theory will be treated in this course.

The course starts with the mechanisms that cause evolutionary change: natural selection, inheritance, and gene expression. In order to make these mechanisms understandable for students, this course will deal with the essentials of molecular, Mendel, and population genetics. It then moves on to the evolution of life cycles, sex, and sexual selection. After discussing kin selection it uses genomic imprinting to explain genetic conflicts. Game theory will be used to explain the models that treat conflicts. The course will finish with the evolution of life histories, especially senescence.

Besides theoretical and mathematical models, the course will treat the applications of these models within the fields of biology, medicine, and psychology. For example sexual selection will be used to explain the principles of partner selection in human beings (psychology), kin selection will be treated in the context of conflicts between paternal and maternal alleles during pregnancies (medicine), and the evolution of sex will be treated in relation to rates of mutation and recombination (biology).

Literature

- Stearns, S.C. & Hoekstra, R.F. (2005) *Evolution; An introduction* (2nd ed.). Oxford University Press, Oxford.
- Nettle, D. (2009) Evolution and genetics for psychology, Oxford: Oxford University Press.
- Alberts, D. & Johnson, A. (2007) Molecular Niology of the cell, fifth edition.

Instructional format

Tutorial group meetings and lectures.

Examination

An essay during the course, on topics chosen from a list to be distributed at the start. Deadline is in week 7. A test with open questions at the end of the course.

SCI2031 - Immunology

Course coordinator

Dr. L. Bevers, Faculty of Humanities and Sciences, University College Maastricht, lonneke.bevers@maastrichtuniversity.nl
Dr. A. Duijvestijn, Faculty of Health, Medicine and Life Sciences, Department of Internal Medicine, a.duijvestijn@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

Prerequisite

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

Recommended

SCI2037 Cell Biology, SCI2006 Medical Microbiology.

Objective

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

Description

The course Immunology focuses on the role of different humoral factors, cells and cell systems of the innate and adaptive immune system, that are involved in the defense of an organism against intruders like foreign cells or (non) complex structures (e.g. foreign proteins). In addition, the processes in the immune response after immunization, vaccination and transplantation will be discussed.

Literature

- Nairn, R. & Helbert, M. (2008). *Immunology for Medical Students.* (2nd ed.). Philadelphia: Elsevier.

Instructional format

Tutorial group meetings, lectures and self-study assignments with accompanying expert meetings.

Examination

Student evaluation will be based on 1) a written test consisting of open questions (70%), and 2) a presentation (in pairs of two students) on an immunologic topic (30%).

SCI2033 - Datamining

Course coordinator

Dr. E. Smirnov, Faculty of Humanities and Sciences, Department of Knowledge Engineering, smirnov@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

Prerequisites

SCI1006 Computer Science or SCI2011 Introduction to Programming or SSC2061 Statistcs I.

Objectives

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

Description of the course

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

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

The following points will be addressed during the course:

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

Literature

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

Instructional format

Lectures and practical lab sessions.

Examination

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

SCI2034 - Brain and Action

Course coordinator

M. Heins (MSc), Faculty of Humanities and Sciences, University College Maastricht,
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Practical coordinator

Dr. H. Steinbusch, Faculty of Health, Medicine and Life Sciences, School for Mental Health and Neurosciences.
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Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

Prerequisites

Secondary school biology and/or a genuine(!) interest in the anatomy of the nervous system.

Objectives

- To make students familiar with the basic division, anatomy and functions of the central and peripheral nervous system.
- To gain knowledge of the workings and anatomy of the brain's most important structures.
- To gain basic practical knowledge of brain dissection.

Description of the course

Human beings mostly go through their lives without paying much attention to their actions such as breathing, eating and even learning. Our brain seems to take care of us in an almost effortless way by planning, initiating and executing our actions and by regulating our somatic homeostasis. The course Brain and Action is concerned with exactly how the nervous system does so. The course deals with the scientific study of the central and peripheral nervous system as well as with some of the latest developments in neuroscience. Via problem based learning tasks, both the anatomy and functions of important neurological structures like the spinal cord and the brain are examined.

Questions that will be raised continually during the course are, e.g.: What is the hippocampus? What function does the corpus callosum have? How does the brain develop both pre- and postnatally? How does neurotransmission take place? Etc.

Literature

- Bear, M.F., (2007). *Neuroscience: Exploring the brain* (3rd ed.), ISBN: 9780781760034.
- Various textbooks on the anatomy of the brain (available in UM library and UCM reading room).

Instructional format

Tutorial group meetings, lectures and practical.

Examination

Practical attendance (fail/pass) and an exam.

This course is a prerequisite for the following course(s):

- SCI3046 Cognitive Neuroscience

SCI2035 - Biochemistry I

Course coordinator

Dr. M. Knetsch, Faculty of Health, Medicine and Life Sciences, Biochemistry,
menno.knetsch@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

This course is designed to be taken in combination with SKI2086 Lab Skills: Biochemistry. Students wishing to take the Lab Skills should concurrently enroll in, or have completed, this course. Students wishing to take SCI2035 Biochemistry I without taking the Lab Skills may do so.

Prerequisites

SCI1009 Introduction to Biology or SCI 1004 Introduction to Chemistry. Students with substantial high school experience in Biology or Chemistry (For an indication of the relevant topics, see SCI-B and SCI-C, p. vi-viii) can contact the coordinator to request a waiver.

Objectives

- To communicate fundamental principles governing structure, function and interactions of biological molecules to students encountering biochemistry for the first time;
- To increase appreciation of the science of biochemistry;
- To study the synthesis and degradation of large biomacromolecules like proteins, lipids, polysaccharides and nucleotides;
- To create deeper understand of the basic principles of enzyme catalysis and inhibition;
- To prepare students to enter more detailed courses on biochemistry and molecular biology to finally allow entrance to various Master programs in the life sciences.

Description of the course

This course is a review of the molecular components of cells: structure and chemistry of biomolecules: amino acids, proteins, carbohydrates, nucleotides and nucleic acids, lipids and membranes. The course also discusses the mechanisms by which enzyme activity is regulated and can be manipulated. Next the course goes deeper into the biochemistry of synthesis and degradation of the above mentioned biomolecules that are the essential building blocks of cells. The theory studied in this course is also explained giving some examples of the application of biochemistry in every day life, for instance how DNA profiling works or how the structure of proteins influences their function and how this structure-function relation is improtant for homeostasis and disease.

Literature

- Garrett and Grisham. *Biochemistry.* (4th ed.). Thomson Brooks/Cole. ISBN101133108792 ISBN13 978-1133108795.

Instructional format

Lectures and tutorial groups. The course is subdivided into subjects, and for each subject lectures will be given on the basis of observed deficiencies.

Examination

A written final examination (open questions), an essay on a topic prepared from a list provided in the block book and peer review reports on essays written in this course.

This course is a prerequisite for the following course(s):

- SCI3004 Biochemistry II
- SCI3005 Metabolism, Nutrition and Exercise
- SCI3033 Physical Chemistry

SCI2036 - Artificial Intelligence

Course coordinator

Prof. dr. G. Weiss, Faculty of Humanities and Sciences, Department of Knowledge Engineering, gerhard.weiss@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

Prerequisite

SCI1010 Quantitative Reasoning. Students with substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii) can contact the coordinator to request a waiver.

Objectives

- To convey the ideas that have emerged over the past fifty years of Artificial Intelligence research, and about two millenia of related work, expressed in the study of so-called intelligent agents.
- To discuss the possibility of machines that think.
- To show how algorithms can be used (1) to understand human behavior in terms of underlying processes, and (2) to enable systems to think or act intelligently.

Description of the course

The course starts with an analysis of the question "Can machines think", and the preconceptions usually encountered in discussions about that idea.

Next the metaphor of an “intelligent agent” is introduced, that is, of an entity that pursues goals by perceiving and acting flexibly and autonomously in a possibly very complex environment.

The main part of the course explores the metaphor of an intelligent agent by introducing a number of state-of-the-art concepts, algorithms, and methods which enable computers (i.e., software and robots) to solve problems in a way which deserves to be called intelligent.

Literature

- Russell, S., & Norvig, P. (2009, Third Edition). *Artificial Intelligence. A modern approach*. Prentice-Hall.
- Wooldridge, M. (2009, Second Edition). *An introduction to multi-agent systems*. John Wiley & Sons.

Instructional format

Depending on the group size, tutorial group meetings and lectures.

Examination

Final written exam and course-accompanying excercises (classroom assignments and/or homework assignments – classroom attendence is of critical importance).

This course is a prerequisite for the following course(s):

- SSC2062 Foundations of Cognitive Psychology
- SSC3019 Human Reasoning and Cognition

SCI2037 - Cell Biology

Course coordinators

Dr. B. Schutte, Faculty of Health, Medicine and Life Sciences, Department of Molecular Cell Biology, bert.schutte@maastrichtuniversity.nl
Dr. G . van Eijs, Faculty of Health, Medicine and Life Sciences, Department of Molecular Genetics, g.vaneys@maastrichtuniversity.nl
Dr. L. Bevers, Faculty of Humanities and Sciences, University College Maastricht, lonneke.bevers@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

NB: This course was formerly known as SCI2003 Molecular Genetics, Cell Biology & Disease.
This course is designed to be taken in combination with SKI2077 Lab Skills: Cell Biology. Students wishing to take the Lab Skills should concurrently enroll in or have completed this course. Students wishing to take SCI2037 Cell Biology without taking the Lab Skills may do so.

Prerequisites

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

Objective

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

Description of the course

The basic unity of all life forms is the cell, with DNA as the molecule harboring the hereditary information in the form of genes. Cells have evolved from very simple cells via single cell protists to cells participating in eukaryotic multicellular organisms. The course will give insight in the mechanisms by which all cells operate. Emphasis will be on the differences between single cellular prokaryotes and multicellular eukaryotes with respect to their genes and genomes, and the molecular mechanisms they use to regulate cell division, gene expression, cellular differentiation and communication. Finally, the course will deal with the way genetic changes can lead to disease, how these diseases can be studied using recombinant DNA technology and cellular and transgenic model systems, and how these investigations may lead to new molecular therapies.

Literature

- Alberts et al., *Molecular Biology of the Cell*, 5th edition, 2008.
- Sadava et al., *Life, the science of biology*, 9th edition, 2010.
- Scientific publications provided during the course.

Instructional format

Lectures, tutorial group meetings and 1-2 workshops will be organized to deal with the different molecular biological subjects. In addition, 1-2 plenary meetings of students and staff members will be organized, during which students will present the results of a literature study on a selected molecular biological topic at end of the course.

Examination

A midterm test with true/false questions and a final test with open questions. Furthermore, a literature study plus presentation on a selected biology topic will be carried out by (groups of) students at the end of the course.

This course is recommended for the following course(s):

- SCI3005 Metabolism, Nutrition and Exercise
- SCI3048 Cellular Dynamics and Communication

SCI2038 - Physics

Course coordinator

Dr. C. Pawley, Faculty of Humanities and Sciences, Maastricht Science Programme,
christopher.pawley@@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Sping	4	5	Sciences

Prerequisite

SCI2018 Calculus.

Recommended

Secondary school physics (SCI-P).

Objectives

- To use the tools that participants have developed in SCI2018 in a physics environment. This means we will take a journey through a variety of topics of classical physics. The aim is to prepare participants for further studies in the sciences concentration or for admission into future programs.
- We will review and expand on high school physics as well as observations of the natural world to explore the material world in a quantitative manner.

Description of the course

Physics is the science of measuring the natural world, as a result, physicists have developed a series of properties and laws of the material world, from the composition of atomic nuclei to the evolution of distant stars. The course describes some of the general laws of nature, valid in the whole universe, and how such laws could be extracted from the results of carefully planned experiments. Aspects to be considered will be:

- Equilibria and momentum – topics which define how an isolated system moves, and how objects react during (Newtonian) collisions.
- An introduction to thermodynamics, including the four laws of thermodynamics, temperature scales and PV diagrams.
- Energy and Work, from the perspective of both mechanical and thermodynamic systems.
- An introduction to waves and periodic motion - including pendulums and standing waves.

Literature

The **required** textbook is *University Physics*, H.D Young and R. A. Freedman, Pearson, 12th ed., 2008.
You may also find the following useful, but they're pitched at a lower mathematical level:

- *Principles of Physics*, H.C. Ohanian, W.W. Norton & Company, 1994.
- *The sciences, an integrated approach*, J. Trevil and R.M. Hazen, John Wiley & Sons, 1995.

It is strongly advised to buy the book of Young and Freedman, which is an internationally well-known text and will allow you to successfully describe your physics credits in future admission procedures. Earlier and cheaper editions are offered at Amazon or in Maastricht and can be used as well.

Instructional format

The course is based on the texts and problems presented in the course manual, lectures posted on EleUM, and the book of Young and Freedman as a reference text. The standard UCM approach of Problem-Based Learning (PBL) in a tutorial group will be utilized..

Examination

There will be a midterm and a final examination.

This course is a prerequisite for the following course(s):

- SCI3033 Physical Chemistry

SCI3003 - Optimization

Course coordinator

Prof.dr.ir. R. Peeters, Faculty of Humanities and Sciences, Department of Knowledge Engineering, ralf.peeters@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences

Prerequisites

SCI2018 Calculus and SCI2019 Linear Algebra.

Objective

- To discuss a diversity of optimization problems and solution techniques, and their relation to real-world problems.

Description of the course

In everyday life we are surrounded with applications of optimization. A common drive of human activity is to make things better, to enhance performance, and to carry out the best possible actions in given situations. Often the essentials of a situation can be captured by a mathematical description (a model, with or without constraints) and the value of a proposed action by a function (an optimization criterion). Then the goal becomes to optimize the criterion for the given model under the associated constraints (if any). Depending on the nature of the model, the constraints, and the optimization function, many different mathematical techniques are available to characterize and compute optima. In this course we address the most important areas in optimization and we study the most common techniques.

First, we consider the optimization of unconstrained continuous functions in several variables. Some notions we will come across are: partial derivatives; the gradient and the Hessian; stationary points; minima, maxima and saddle points; local and global optima. Techniques to compute optima range from analytical and algebraic techniques (i.e., solving systems of equations) to iterative and approximate numerical techniques (e.g., gradient methods and hill climbing, Newton and quasi-Newton methods, and several others). We will focus on a selection of these. An important class of functions to consider is that of least squares criteria. We will consider both linear and nonlinear least squares problems and suitable iterative techniques to solve them. Linear least squares problems are often encountered in the context of fitting a model to measurement data. They also allow one to rephrase the problem of solving a nonlinear system of equations as an optimization problem, while the converse is possible too.

Second, we address optimization problems subject to a given set of constraints. A well-known such class consists of linear optimization functions subject to linear equality or inequality constraints: the class of linear programs. The problem of fitting a linear model to measurement data using the criterion of least absolute deviations, can be reformulated as a linear program. Several methods are available to solve such problems, including active set methods and the simplex algorithm, but also interior point methods and primal-dual methods. We discuss the Kuhn-Tucker conditions for optimality. For the optimization of nonlinear functions subject to nonlinear constraints we address the Lagrange multiplier method.

To demonstrate the various optimization problems and solution techniques, we will provide many examples and exercises. To demonstrate the wide range of applicability, these are taken from different fields of science and engineering.

Literature

- Hand-outs will be distributed during the course.

Recommended literature:

- Hillier & Lieberman (2010*): Introduction to Operations Research* (9th edition). McGraw-Hill, ISBN 978-007-126767-0.
- R.J. Fletcher, *Practical Methods of Optimization* (2nd ed.), Wiley, 1987 (2nd ed.: 2004).

Instructional format

Lectures and exercises. Some exercises will be worked out in computer classes using Matlab.

Examination

A written midterm and a written final exam.

SCI3004 - Biochemistry II

Course coordinator

Dr. M. Knetsch, Faculty of Health, Medicine and Life Sciences, Biochemistry,
menno.knetsch@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

NB: This is the last time this course will be offered.

Prerequisite

SCI2035 Biochemistry I.

Objectives

This course is a follow-up to the course SCI2035 Biochemistry I and aims:

- To deepen the understanding of secveral basic biochemical processes and link this knowledge to applied biochemistry.
- To provide understanding of basic biochemical principles that are being used for every-day processes and technologies that we all take for granted.
- To acquaint the students with more detailed biochemical problems that have a link to current relevant topics.
- To explain several new technological developments which have their roots in biochemistry.
- To increase the detailed understanding of scientific research papers and especially the methods used ofr this scientific research.

Description of the course

A number of biochemical subjects will be highlighted in this course e.g. molecular motors and their use in nanotechnology, nitrogen fixation, its relevance for agriculture, cellular signaling and drug development, fat transport and metabolism related to their importance in cardiovascular disease, protein processing and degradation in neurological disease (like alzheimer's). The basic biochemical principles as well as recent publications will be discussed so that a good overview of the current state of knowledge can be obtained. Furthermore competences in different forms of scientific presentation will be trained. The students will have to give a long presentation (approx. 45 minutes) on one of the course topics using research papers. Also a poster on a chosen biochemistry topic will have to be prepared in a small group and presented in a poster session (combined with other courses) at the end of the period.

Literature

- Garrett and Grisham. *Biochemistry.* (5th ed.). Thomson Brooks/Cole. ISBN101133108792 ISBN13 978-1133108795. (This is the same book as used for the course SCI2035 Biochemistry I.)
- E-Readers with several recent publications and review articles concerning the subjects of the course.

Instructional format

The course will be divided into subjects which will be introduced/explained in the lecture and more detailed study will take place in tutorial groups. Students will have to prepare one long presentation (approximately 45 minutes) based on research papers and a review paper, which will subsequently be discussed and assessed in the tutorial group meeting.

Examination

Evaluation of student performance will be based on 1) a written exam (open questions) at the end of the course; 2) the long presentation; 3) the student's contribution to the discussion and assessment of the presentation; 4) a poster and poster presentation on a chosen biochemical subject

SCI3005 - Metabolism, Nutrition and Exercise

Course coordinator

Dr. L. Bevers, Faculty of Humanities and Sciences, University College Maastricht, lonneke.bevers@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences

NB: This course was formerly known as SCI2021 Metabolism and Activity.

Prerequisite

SCI2035 Biochemistry I.

Recommended

SCI1004 Introduction to Chemistry, SCI2009 Human Physiology, SCI2037 Cell Biology.

Objective

- To provide knowledge of cellular and whole-body energy metabolism in rest and during exercise.
- To provide knowledge of the effects of nutrients on cellular and whole-body energy metabolism.

Description of the course

The aim of the course is to provide students with a solid understanding of the key aspects in energy metabolism, and the effects of nutrients on skeletal muscle metabolism during exercise of different types. The course requires prior knowledge on some simple (bio)chemical concepts (e.g. the structure and function of macromolecules, common forms of chemical reactions, basic cell structure). Starting with a general overview of energy metabolism and some key aspects of skeletal muscle structure and function, the course continues with discussing the influences of nutrition on performance during exercise. The responses and adaptations to different types of exercise and the effects of macronutrient intake on fuel utilisation during exercise will be discussed. Furthermore, the effects of nutritional supplements and ergogenic aids on fatigue and performance during exercise will be discussed.

Literature

- A basic book is used for this course, but students are encouraged and required to find their own sources (literature or otherwise) to answer the learning goals. MacLaren, D., Morton, J. (2012). *Biochemistry for Sport and Exercise Metabolism.* (1st ed.). Chichester, England: John Wiley & Sons.

Instructional format

Tutorial group meetings and lectures.

Examination

Evaluation of student performance will be based on 1) a written exam consisting of open questions (50%), 2) a 3000 word paper on a metabolic topic (50%).

SCI3006 - Mathematical Modelling

Course coordinator

Prof.dr.ir. R.L.M. Peeters, Faculty of Humanities and Sciences, Department of Knowledge Engineering, ralf.peeters@maastrichtuniversity.nl.

Semester	Period	ECTS	Concentration
Spring	4	5	Sciences

Prerequisites

SCI2019 Linear Algebra and SCI2018 Calculus

Objectives

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

Description of the course

To describe natural phenomena and processes, mathematical models are widely used. The focus in this course shall be on dynamical models (i.e., where time plays a role) in particular those that have interaction with the environment through inputs and outputs. Mathematical systems theory provides the framework to deal with such models in a systematic and useful way.

First we consider some general aspects of mathematical modeling. Then we briefly address dynamical systems without inputs and outputs - but which may show nonlinear behavior. We study basic properties such as equilibrium points, linearization, and stability.

We then switch to linear dynamical models with inputs and outputs. They are used in many different areas of the natural sciences and in engineering disciplines. We discuss the following topics and concepts. Linear difference and differential equations, Laplace transforms, transfer functions of linear systems; controllability, observability, minimality; system representations with an emphasis on state-space representations and canonical forms; stability; the interconnection of linear systems including feedback; frequency domain analysis and the relationship with filter theory, Fourier analysis, and time series analysis.

To demonstrate the applicability of the techniques and concepts, many examples from science and engineering are mentioned and briefly discussed.

Literature

- Lecture notes

Recommended background literature:

- R.J. Vaccaro, Digital Control. A State-Space Approach, McGraw-Hill International Editions, 1995. ISBN: 0-07-066781-0.
- D.W. Jordan and P. Smith, Nonlinear Ordinary Differential Equations, 2nd ed., (Oxford Applied Mathematics and Computing Science Series), Clarendon Press, 1987.

Instructional format

Lectures and exercises in a mixed and interactive way.

Examination

Midterm and final written exam

SCI3007 - Endocrinology

Course coordinator

Dr. A.J. Gilde, Faculty of Health Medicine and Life Sciences, Department of Physiology, A.Gilde@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Sciences

Prerequisites

SCI2008 Human Physiology.

Objective

- To obtain insight into the endocrine system of the human body by studying illnesses that disturb this homeostasic control mechanism.

Description of the course

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

Literature

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

Instructional format

Tutorial group meetings and lectures.

Examination

Oral presentations on patho-physiological assignments and a written exam

SCI3033 - Physical Chemistry

Course coordinator

Dr. J.A.W. Harings, Faculty of Humanities and Sciences, Maastricht Science Programme, jules.harings@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Sciences

Prerequisites

Either 1. SCI2032 Physics II and SCI1004 Introduction to Chemistry;
or, 2. SCI2017 Organic Chemistry and SCI2038 Physics (or SCI1030 Physics I) or SCI2018 Calculus;
or, 3. SCI2035 Biochemistry I and SCI2038 Physics (or SCI1030 Physics I) or SCI2018 Calculus.

Students with a sufficient high-school background in physics can request an exemption for Physics I. Please contact the course coordinator.

Objective

- To provide an understanding of basic concepts from chemistry and physics on a more advanced level.
- To apply the general principles of thermodynamics in understanding and description of (biological) processes.
- To predict the rate of reactions under various environmental conditions, for example occurring in living organisms.
- To predict and determine structure formation of (biological) macromolecules and their function.
- To get familiar with spectroscopic tools in analyzing biological systems at various length scales.

Description of the course

This course focuses on advanced aspects in physical chemistry and how it contributes in solving problems encountered in biology, (bio)chemistry and the environment. Thermodynamics, chemical kinetics, (macro)molecular structures, and spectroscopy are the four pillars of the course addressing a broad spectrum of topics related to the life and environmental sciences, including (i) bioenergetics, (ii) phase transitions, (iii) ion and electron transport, (iv) chemical reaction and enzyme kinetics, (v) (bio)macromolecules and self-assembly, and (vi) molecular spectroscopy. Case studies are embedded to create an understanding how to apply the general principles of physical chemistry to biological, (bio)chemical and environmental problems. Development of plausible models for physical or chemical mechanisms, including the numerical analytical methods to solve the models and testing against observations and experimental evidence, are essential throughout the course.

Literature

- Atkins, P., De Paula, J. (2009) *Physical Chemistry* (9th ed.) Oxford University Press.

Instructional format

Tutorial group meetings and lectures.

Examination

Student performance will be evaluated on the basis of:

1) two written tests, a mid-term examination covering topics of the first 3 weeks, and a test consisting of open questions at the end of the course,
2) student contribution and involvement in the tutorial groups, including presentation of problem solutions, as scored by the attending tutors, and
3) a short presentation on a scientific paper.

SCI3046 - Cognitive Neuroscience

Course coordinator

Dr. A. Sack, Faculty of Psychology and Neuroscience, Cognitive Neuroscience, a.sack@maastrichtuniversity.nl
Dr. F. Duecker, Faculty of Psychology and Neuroscience, Cognitive Neuroscience, felix.duecker@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences & Social Sciences

NB: This course can be used for both the Social Sciences and Sciences concentration.

Prerequisites

SCI2034 Brain in Action and elementary knowledge of electricity and magnetism as stated under SCI-P.

Recommended

SCI1009 Introduction to Biology or SCI2038 Physics (or SCI1030 Physics I) or SCI3048 Cellular Dynamics and Communication or SSC1005 Introduction to Psychology or SSC2025 Memory.

Objectives

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

Description of the course

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

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

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

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

Literature

- Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2013). *Cognitive Neuroscience: The Biology of Mind*. W.W. Norton & Company, New York, London.

Instructional format

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

Examination

A group presentation and a final exam. The exam will consist of several open questions.

SCI3048 - Cellular Dynamics and Communication

Course coordinator

Prof. dr. R. Valcke, University of Hasselt, Belgium,
roland.valcke@uhasselt.be

Semester	Period	ECTS	Concentration
Spring	5	5	Sciences

NB: This course will be offered for the last time this year.

Prerequisites

SCI1009 Introduction to Biology and SCI2003 Molecular Genetics and Cell Biology/ SCI2037 Cell Biology.

Objectives

- To gain more insight in the ultramicroscopic structure of cells, in the function of the different components and organelles and in their mutual relations.
- To learn about the organisation of the most important homeostatic processes an eukaryotic cell is using to function within an organism and how a cell will communicate with its environment.

Description of the course

The cell is the basic form and the fundamental unit of all living systems. The individual cells that form our bodies can grow, reproduce, process information, respond to stimuli and carry out a tremendously collection of chemical reactions. Many organisms consists of a single cell, others contain billions of cells organized into complex structures. Cells come in an amazing variety of sizes and shapes. Despite these differences, all cells share certain structural features and carry out many complicated processes in basically the same way. This course will give insight in the way single prokaryotic and eukaryotic cells are build and in several mechanisms by which they operate. Starting with a general introduction on the differences between prokaryotic and eukaryotic cells, emphasis will be on structure-function relations of subcellular components and organelles of eukaryotic cells involved in intra- and intercellulair dynamics and communication. Attention will be given to transport mechanisms through membranes, how cells join together in tissues, to intracellular trafficking systems, to communication between cells and the mechanisms cells use to process these signals.
The themes to be dealt with are:

- cellular structures: prokaryotic vs eukaryotic
- biomembranes and transport mechanisms
- extracellular matrix and cell adhesion and cell junctions
- intra- en intercellular communication
- cellular skeleton and molecular motors
- intracellular protein trafficking
- intracellular vesicular traffic

The course is a more in depth exploration of some topics of the course 'Introduction to Biology' and is complementary to the courses 'Molecular Genetics and Cell Biology' and 'Biochemistry I'.

Literature

- *Molecular Biology of the Cell*, B. Alberts et al., 5th ed., 2008.
- *Molecular Cell Biology*, Lodish et al., 7th ed., 2012
- *Physical Biology of the Cell*, Phillips et al, 2st ed., 2013.

Instructional format

Tutorial group meetings and lectures.

Examination

A literature study plus presentation and a final test with open questions at the end of the course.

Social Sciences (SSC)

SSC1003 - Theories of Social Order

Course coordinator

Prof. dr. R. van der Velden, School of Business and Economics, Research Centre for Education and the Labour Market,
r.vandervelden@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

NB: This course was formerly known as SSC1001 Macrosociology.

Prerequisite

None.

Objectives

- To introduce students to sociology and in particular, a core theoretical issue in the social sciences, the problem of social order.
- To develop skills in identifying and analyzing theoretical arguments.
- To apply abstract theories to new concrete empirical situations.

Description of the course

The course "Theories of Social Order" is a first introduction to sociology. The course focuses on one of the most important problems in sociology: the problem of social order. The root of the problem of social order lies in the distinction between the interests of individuals and those of groups (and societies), which these individuals constitute. Whenever individual interest conflicts with group interest, social order is put at some kind of risk. A solution to the problem requires the reconciliation of individual and collective interest, but theorists have provided several distinct strategies for doing so. In this course, we will consider the five most prominent mechanisms to produce social order: individuals, hierarchies, markets, groups and networks. Classical and foundational texts by important sociologists like Marx, Weber, and Durkheim are combined with contemporary extensions and empirical applications that, in some form or another, apply the arguments made by these earlier scholars. The editorial introductions by Hechter & Horne provide the background for each of these texts and link them to the central problem: how to achieve social order. Throughout the course, the strengths and weaknesses of the various theories are discussed, and attempts are made to relate them to contemporary events whenever feasible. In this way, students will improve their understanding of the social world and will learn to apply the analytical tools to real-life phenomena. Thus this course is as much about developing skills as it is about learning information.

Literature

- Hechter, M. & Horne, C. (2009). *Theories of social order. A reader*. 2nd edition**.** Stanford University Press.
- E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

Grading will be based on participation during the tutorials, a group presentation on a problem of social order and an individual paper on a problem of social order.

This course is a prerequisite for the following course(s):

- HUM3034 World History
- SSC2027 Law and Society
- SSC2028 Classical Sociology
- SSC2055 Entrepreneurship
- SSC2059 Social Movements
- SSC3038 Contemporary Sociological Theory
- SSC3040 Identities

SSC1005 - Introduction to Psychology

Course coordinator

Dr. V. van de Ven, Faculty of Psychology and Neuroscience, Cognitive Neuroscience, v.vandeven@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

Prerequisite

None.

Objectives

- To introduce students to various research fields of psychology.
- To introduce basic concepts to psychological research and theory formation.
- To introduce psychology as an empirical science.
- To introduce students to scientific writing in psychology.

Description of the course

The science of psychology has received great interest from behavioral scientists and the general public alike. Unfortunately, psychology is also a very misunderstood, and misused science. Some believe that psychology is not a science at all! This course will show you that psychology is a science, and that it encompasses the collaborative efforts of scientists from many different disciplines. Psychology studies behavior and mental processes, and aims at understanding, predicting, and altering behavior. Its scope is wide: from fundamental to applied research, covering micro level research such as the firing of single cortical neurons to macro level research such as observing social behavior in groups. Historical as well as contemporary perspectives in psychology include the biological, cognitive, social and Freudian perspectives, amongst others. And these perspectives do not always agree in explaining our behavior.

In this course, the perspectives and scientific methods will be introduced, and used to explain how we (think we) see the world around us, learn and memorize (and forget) information, (mis)communicate with others, solve puzzles and play chess, experience fear or happiness, or become smarter. Also, to fully appreciate the "science" of psychology, you will be introduced to scientific methods of experimental design, analysis and interpretation of data. Notably, nowadays the brain plays an important part in explaining human behavior, but this has not always been so, and may still change. In any event, the brain's biology will make up for an important part of the course. Some of these topics will be elaborated on in 200 and 300 level courses. Practical examples of psychological experiments are introduced in the tasks where possible or applicable.

At the end of this course, you will know that modern-day psychology is a multi-disciplinary and scientific meeting-ground for those who wish to learn more about "what makes us tick".

Literature

- Holt et al. Psychology*: The science of mind and behaviour*. European Edition. McGraw-Hill Higher Education: UK. (precise edition to be announced)
- E-readers.

Instructional format

Tutorial meetings and lectures.

Examination

Powerpoint presentation and paper-pencil exam.

This course is a prerequisite for the following course(s):

- SSC2004 Clinical Psychology
- SSC2006 Developmental Psychology
- SSC2019 Social Psychology
- SSC2025 Memory
- SSC2050 Psychology and the Law
- SSC2055 Entrepreneurship
- SSC2062 Foundations of Cognitive Psycholgy
- SSC3019 Human Reasoning and Cognition

SSC1006 - International Relations: Themes and Theories

Course coordinators
B. Erdogan (MA), Faculty of Law, International and European Law,
birsen.erdogan@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall/Spring	1 / 5	5	Social Sciences

Prerequisite
Students cannot take this course in their first semester.

Objective

- To provide students with an introduction to the many key issues of the main approaches in International Relations and Conflict Resolution.

Description of the course
This course will address several important issues that we all discuss in our daily lives like the US intervention in Iraq, power politics and the efficiency of international organisations. The course aims to introduce students to the main themes of International Relations, such as world system, wars, nuclear weapons, interstate relations, international organizations and the role of international institutions.

The second part of the course covers neglected issues about the 'other' side of world politics, for instance environmental issues, the problems of the developing world, gendered-biases, the construction of partial knowledge, the legitimization of power politics, the representation of images, establishment of stereotypes and the reproduction of hegemony. Rather than discussing each issue or only practical cases, the course attempts to explain theories in order to help students formulate their world view. Since theories are essential for understanding and explaining the world, students will learn about the different theories and approaches developed within the discipline of International Relations (IR). It is important in this course that students become aware of the theoretical richness of the discipline, and that there is not a single 'right' way to answer questions about what is happening around us in the world (IR). Students will learn about each IR theory in tutorial meetings. They are also given a chance to apply those theories to different and more specific cases and issues. For this reason, this course is not only aiming at giving theoretical insights to the students but also an opportunity to apply and use them. Case studies or specific issues are provided by the course literature. In addition to this, in some tutorial meetings, students will be asked to bring news items of their own choice from newspapers and news agencies. Thus, the course is based on active student participation.

Literature

- John Baylis, Steve Smith and Patricia Owens (eds), 6th Edition (2014), *The Globalization of World Politics*. Oxford University Press.
- E-Readers.

Instructional format
Tutorial group meetings and lectures.

Examination
A written midterm exam and a final take-home exam. Students will also be graded by the news items they bring to the tutorial meetings and by their participation.

This course is a prerequisite for the following course(s):

- SSC3002 European Foreign Policy
- SSC3012 War in World Politics
- SSC3036 American Foreign Policy
- SSC3050 Foreign Policy Making
- SSC3051 Contemporary Security Studies

SSC1007 - Introduction to Law

Course coordinator
G. Arosemena, Faculty of Law,
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Semester	Period	ECTS	Concentration
Fall/Spring	2 / 4	5	Social Sciences

Prerequisite
None.

Objectives

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

Description of the course

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

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

Literature

- Jaap Hage & Bram Akkermans, *Introduction to Law* (Heidelberg: Springer 2014) [in press].

Instructional format
Tutorial group meetings and weekly lectures.

Examination
Written exam plus assignment.

This course is a prerequisite for the following course(s):

- SSC2024 International Law
- SSC2027 Law and Society
- SSC2034 International Trade Law, Trade and Development
- SSC2060 Comparative Constitutional Law
- SSC3030 European Institutions

SSC1009 - Introduction to European Integration

Course coordinator

Prof. Dr. M. Claes, Faculty of Law, International and European Law,
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Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

Prerequisite

None.

Objectives

- To examine the development of Europen integration during the 20th century.
- To examine the way Europe operates in the 21st century as well as discuss the problems and challenges it faces.

Description of the course

This course studies the evolution of European integration from the late 1940s untill today. It first seeks to explain and rationalize the birth of the European Communities in the 1950s, their slow development in the 1960s and 1970s as well as the revival of the integration process from the mid 1980s. After having taken a close look at European integration in the East during the Coldwar time, the course covers a chronological and detailed analysis of the Treaties of Maastricht, Amsterdam and Nice, the death of the notorious European Constitution and the final adoption of the Treaty of Lisbon. The course will enable students to develop their own views on whether the current European Union can be labelled as a success or not, and to assess the numerous critical views expressed in the media on the future development and direction of the European integration process.

Literature

- E-Reader.

Instructional format

Tutorial group meetings and lectures.

Examination

A written exam and a paper.

This course is a prerequisite for the following course(s):

- SSC2060 Comparative Constitutional Law
- SSC3002 European Foreign Policy

SSC1025 - Introduction to Political Science

Course coordinator

Dr. R. Haar, Faculty of Humanities and Sciences, University College Maastricht,
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Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

Prerequisite

None.

Objectives

- To introduce students to the concepts, ideas and theoretical underpinnings which constitute the study of government and politics.
- To outline the scope of political science and its central themes.
- To provide the intellectual skills necessary for coming to informed judgments about political issues.

Description of the course

This course will be an introduction to a field of study that is often subdivided into five or more disciplines. The subdivision list includes International Relations, Comparative Government, Political Theory/Philosophy, Public Policy/Public Administration and finally a state-centric discipline which depends on your country of origin (i.e. American Politics or Dutch Politics to name two).

The course will start with a simple examination of the meaning of the world "politics." How much of politics is really about solving distribution problems? In other words, a limited amount of resources in society must be distributed in some equitable manner. After this initial discussion, the course will move to consider the central themes of Macro politics, with particular emphasis on the classification of political systems, political ideology and political authority.

Themes in Micro politics are addressed in the second half of the course. Micro politics refers to the study of how individuals "fit" into their political system. Micro political topics will include political socialization, political groups, elections, voting, political parties, party systems and political leadership. The course ends with a look at system performance and how to bring about change in political systems when performance is wanting.

To help students understand and relate to the political realm in which they exist, each student is required to embark on an individual research paper about their country of origin. It is hoped that this assignment will not only allow students to apply concepts learned in the course, but also prompt them to expand their knowledge of how to use resource materials available via the library.

Literature

- Heywood, A. (2013). *Politics*, 4th edition. Basingstoke, UK: Palgrave.

Instructional format

Tutorial group meetings and lectures.

Examination

A final exam (consisting of multiple choice questions, true and false questions and essay questions) and a research paper.

This course is a prerequisite for the following course(s):

- SSC2060 Comparative Constitutional Law
- SSC3002 European Foreign Policy
- SSC3012 War in World Politics
- SSC3036 American Foreign Policy

SSC1027 - Principles of Economics

Course coordinator

Dr. A. Westkamp School of Business and Economics, Economics,
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Semester	Period	ECTS	Concentration
Fall/Spring	2 / 5	5	Social Sciences

Prerequisites

Knowledge of basic mathematical concepts such as solving equations, reading and working with graphs, manipulating inequalities, and elementary calculus. Students who lack this knowledge might are advised to take SCI1010 Quantitative Reasoning first.

Objectives

- Learn to think like an economist.
- Introduction to fundamental economic principles, concepts, and models.
- In four special discussion sessions, we will talk about topics such as income distribution, behavioral economics, the question of whether Economics is a science or not, etc.

Description of the course

The undergraduate course Principles of Economics introduces key economic principles and concepts. The following topics will be addressed in lectures and tutorials: supply and demand analysis, monopoly, game theory, oligopoly, measuring macroeconomic activity, a simple model of the economy in the long-run, an introduction to international economics.

Literature

- Mankiw, N. G., and Taylor, M.P. (2011), *Economics,* 2nd edition, South-Western Cengage Learning.

Instructional format

Tutorial group meetings and lectures.

Examination

A written final exam, a paper and weekly multiple choice quizzes administered through EleUM.

This course is a prerequisite for the following course(s):

- SSC2038 International Macroeconomics
- SSC2043 Development Economics
- SSC2048 Intermediate Microeconomics
- SSC2055 Entrepreneurship
- SSC3033 Economic Psychology
- SSC3053 Corporate Finance: Behavioural Foundations

SSC2004 - Clinical Psychology

Course coordinator

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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

Prerequisite

SSC1005 Introduction to Psychology.

Objectives

- To make students familiar with the most common psychiatric disorders; their clinical pictures, diagnostic criteria, the ethiological theories and the empirical findings that either support or refute the theories, current ways of treatment, and the effectiveness of the therapies.
- To give students a basic idea of what clinical interviews are and what it feels like to 'have' a psychiatric disorder by writing a patient role and playing that role.
- To learn some of the basic clinical interview techniques.

Description of the course

The course Clinical Psychology is concerned with disturbed behavior. On the basis of case descriptions, important clinical pictures of the different anxiety disorders, eating disorders, addictions, mood disorders, somatoform disorders, psychotic disorders, and personality disorders are examined.

The questions that will be raised continually during the course are: What is the clinical picture? Where is the boundary between normal and abnormal? What causes such a disorder? And what can be done about the disorder? As will be seen, there is a large gap between theory and practice, between scientific thinking and clinical treatment. A number of different theoretical schools will also be examined, and these schools explain/treat psychiatric disorders in keeping with their favorite theory. The choice of theory/treatment in most cases is thus based on ideology and not empirical findings, and the question is whether this situation is so desirable.

Literature

- Barlow, D.H., & Durand, V. M. (2014). *Abnormal Psychology: An Integrative Approach*. Cengage Learning, Stamford. (Basic textbook of SSC2004).
- Various textbooks on clinical psychology (can be found in UM library and UCM Reading Room).
- E-Readers.

Instructional format

Tutorial group meetings, lectures, interviews and role-playing by students.

Examination

A final exam with a minimum of 6 open questions and a written patient role, 'dear colleague' letter and interview report.

SSC2006 - Developmental Psychology

Course coordinator

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Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

Prerequisite

SSC1005 Introduction to Psychology.

Objectives

- To teach students what kind of changes underlie psychological development.
- To teach students how children develop psychologically in perception, cognition, language, personality and emotions from infancy to adolescence .
- To teach students about developmental disorders such as autism and ADHD.
- To provide students with knowledge on elementary biological processes that underlie psychological development.
- To provide students with knowledge about the learning processes that children have at their disposal such as habituation and social learning.

Description of the course

The development of and changes in psychological functions from birth through adolescence are the topic of this course. These changes will be illustrated with many empirical findings and explained by some theoretical models. Such influential older theories as that of Piaget will be compared to more recent information processing models of development. How does a child reason? How does a child becomes faster and better in learning? How does a child succeed in developing from almost nothing into an adult? How do children learn to perceive and to think (the so-called cognitive development) ?

In addition to these questions, attention will be paid to language development because it is amazing to see how a newborn baby, who does not understand a word and cannot say anything, learns to talk within a period of two or three years without, incidentally, the use of dictionaries or grammar books. The social-emotional basis for later development will be explored. It concerns the attachment relations to mothers and fathers. How do infants form attachments? Is attachment important? Do our early attachments influence our later emotional development? Other social-emotional topics are temperament and aggression. Not every development ends in a “normal” child. The course will address deviant development too, such as disorders as autism and ADHD. When is an active young boy normal and when do we say that he has ADHD?

Literature

- To be announced.
- Selected chapters and journal papers.

Instructional format

Tutorial group meetings and lectures.

Examination

There is a midterm and final examination consisting of written essay questions.

SSC2008 - Organization Theory

Course coordinator

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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

Prerequisite

None.

Objectives

- To provide a birds'eye view of organization theory from its historical roots to the main contemporary issues and controversies.
- To give students an insight into the most recent theoretical developments in organization theory to bear on organizational management and professional practice.
- To address a wide variety of topics such as day-to-day work, the impact of IT and of dispersed work, organizational culture, managing people, leadership, managing innovation in and between organizations, managing learning and knowledge.

Description of the course

Organization theory is a field of social science that has traditionally been occupied by various disciplines. Economists, sociologists, (social) psychologists, political scientists and cultural anthropologists all have entered the debate in explaining the role and functioning of organizations and their members.
The course starts off with the fundamental question: Why study organizations? Why study theories about organizations and organizing? Is there any immediate practical value to such studies? Next we will have a short look at the history of organization theory. From then on we deal with standard topics such as organizational environments, boundaries and structures, the organization of day-to-day work, the impact of IT and dispersed work, organizational culture, managing people, leadership, managing innovation in and between organizations, managing learning and knowledge.

Literature

- Academic journal articles, (business) press articles, case texts, etc,

Instructional format

Introductory lecture and tutorial group meetings with students' facilitations.

Examination

Active participation during tutorials (20% of the final grade), an individual and/or duo facilitation of one session (20%) and a written exam (open ended questions; 60%).

SSC2018 - Advertising: Marketing Communications of Brands

Course coordinator

O. Ebel, School of Business and Economics, Department of Marketing and Supply Chain Management, o.ebel@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

Prerequisite

None.

Recommended

SSC1027 Principles of Economics.

Objectives

- To give students an introduction to the communication of brands to consumers. On the one hand a strong theoretical foundation will be built by studying the textbook chapters and journal articles (E-reader). On the other hand, we will continuously translate this theory to practice, by means of short articles from the business press (E-reader), brief student presentations, and one larger group project.
- Next to being instructive and interesting, this course can also be a lot of fun. We are confronted with brands and advertising every single day, and it is challenging to explore the processes by which this is done.
- To have an in depth understanding of the theories concerning branding, marketing communication and consumer behavior, and of the implications of these theories for marketing management. Skills that will be developed/ enhanced during this course are: presentation skills, teamwork skills, writing skills, analytical skills, reflection skills and creativity skills.

Description of the course

This course covers foundations of brand management and marketing communications (including advertising). The course will take a strong consumer-based focus, therefore the foundation of branding and advertising in consumer behavior and consumer psychology theories will be discussed. We will discuss theory that is at the foundation of branding and advertising and then apply it through team assignments on students' chosen brands.
The course consists of two parts: In the first 3,5 weeks we will deal with brand management and in the second 3,5 weeks we will focus on integrated marketing communications.
In the brand management part the nature of brands in consumers' minds, the concept of brand equity and instruments to build and leverage brands will be discussed. Furthermore, an individual paper is due that focuses on the way that the internet and social media have influenced brand management.

In the integrated marketing communications part we will have a look at the concept of Integrated Marketing Communications, the communication process and theories of consumer behavior and response. The final assignment will require students to apply this knowledge to their chosen brand.

Literature

- To be announced

Instructional format

This course consists of 13 tutorial group meetings. Most of the educational group meetings are structured as follows:

In the first hour we will critically reflect on and discuss the literature for that meeting. We will explore the theoretical concepts discussed in the articles and chapters and make sure that everyone understands the big picture.

In the second hour, we will apply the studied literature to practice. The tutorial groups will be divided into four teams, and each group will be responsible for a brand during the whole course. For most sessions there is a small group assignment to be prepared by each team about the specific brand the team has chosen. In essence it means using "your" brand to give a practical example of the literature. Furthermore there will be a mid-term assessment in the form of a paper of maximum 8 pages, in which you will have to individually reflect on the brand management topic we discussed in the first 3 weeks.

In week 7 there will be a final assessment in the form of a group presentation (an integrated communications plan) about your brand and a proposed brand extension. Students' assignment is to reflect on the decision of extending the brand into the proposed category, to decide what the brand extension should look like and to set up a launch plan for the brand extension (an IMC plan).

Examination

There is no final exam in this course. Examination consists of participation, the small team assignments that are to be presented during the tutorial sessions, the mid-term individual paper and the final group assignment.

SSC2019 - Social Psychology

Course coordinators

Dr. C. Martijn, Faculty of Psychology and Neuroscience, Clinical Psychological Science, c.martijn@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

Prerequisite

None.

Recommended

SSC1005 Introduction to Psychology.

Objective

- To provide an introduction to social psychology.

Description of the course

Social psychology studies cognitions, emotions and human behaviour especially determined by interaction with other people. The course begins with a few of the classical themes from social psychology: conformity, attitudes and attitude change, and cognitive dissonance. Furthermore, themes like prejudices and stereotypes, aggression and persuasion will be considered. During the course, students will translate social psychological theories into small-scale "real-life" studies. The progress on the design of students' studies will be discussed during the practical meetings. This “Social Psychology in Action” practical has a 100% attendance requirement.

Literature

Basic books:

- Aronson, E., Wilson, T.D., & Akert, R. M. (2013). *Social Psychology Global Edition* (8th Ed). Boston: Pearson Education.

Additional readings:

- Dickerson, P. (2011). *Social Psychology: Traditional and Critical Perspectives*. Boston: Pearson Education.
- E-Readers.

Instructional format

Tutorial group meetings, Social Psychology in Action practical (2 meetings) and lectures.

Examination

A test with multiple choice and open questions during last week of the course and two individual writing and presentation assignments during the course.

SSC2020 - Infonomics

Course coordinator

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Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

Prerequisite

None.

Recommended

SSC1027 Principles of Economics or SCC2061 Statistics I.

Objective

- To understand and analyze the markets of information goods.

Description of the course

An information good – such as for instance a book or a software – significantly differs from a usual good, in the sense that it has a very high fixed cost for producing the first copy and a negligible marginal cost for producing every additional copy. Thus, the tools of the standard microeconomic analysis are often not sufficient for understanding the markets of such goods.

The aim of the course is to study markets of information goods, using game-theoretic models. In practice, we will first focus on developing some analytical skills by reviewing standard game-theoretic tools, such as Nash equilibrium, iterated elimination of strictly dominated strategies and backward induction. Then, we will use these tools to model and analyze topics from the theory of information goods, such as for instance versioning, bundling or lock-in.

The suggested – though not necessary – requirement for the course is to have a solid background in microeconomics and mathematics at the level of the first-year courses offered by our school. Though the course is demanding, it is structured in such a way that a student can be successful by regularly attending the lectures and the tutorials. A rough estimate of the minimum self-study time needed to pass the course is about 12 to 16 hours a week.

Literature

- Perloff, J. (2009). *Microeconomics*, Pearson Educ. Inc., 5th Edition. (main textbook).
- Shapiro, C., & Hal R. V. (1999). *Information Rules: A Strategic Guide to the Network Economy.* Harvard Business School Press. (supplementary textbook).

Instructional format

Tutorial group meetings and lectures.

Examination

Participation, problem sets, midterm exam, final exam.

SSC2022 - Accounting and Accountability

Course coordinator

Dr. T. Thijsens, School of Business and Economics, Accounting and Information Management, t.thijsens@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

Prerequisite

None.

Objectives

- To give students the ability to apply basic bookkeeping (making journal entries and preparing basic financial statements) and management accounting techniques (e.g. cost analysis, budgeting).
- To provide an understanding of international accounting rules and principles.
- To provide an understanding of the basics of related fields like corporate governance, auditing and management control.

Description of the course

Accounting is usually studied from a financial point of view. This conventional view sees accounting as identifying, measuring and communicating financial information to enable informed judgments and decisions by the users of information. From this financial perspective, accounting is mainly split into two complementary fields: financial accounting and management accounting.

In financial accounting the external use of accounting information is discussed. The most important outcome of the financial reporting process is the annual report, containing the firm's financial statements. During the course students will learn essential bookkeeping techniques, that is, how to make the necessary journal entries and prepare basic financial statements. Furthermore, the underlying principles of financial accounting rules will be studied.

In discussing the subject of management accounting, which has an internal focus (aimed at managers), the course will concentrate on the value of management accounting information for the internal decision-making process. In general, the purpose of management accounting is to facilitate (e.g., cost calculations) and influence decision-making (e.g., performance evaluation).

This course is however not bound by this (narrow) financial framework. It acknowledges that accounting is gradually evolving from an entirely financially oriented discipline to one that also studies non-financial information, including contemporary concepts such as corporate governance and corporate social responsibility. As such, it discusses accounting within a broader framework, extending the notion of accounting to a societal phenomenon. In this respect we will also discuss the role accounting has possibly played in the recent financial crisis.

A topic of special importance in accounting and accountability nowadays is corporate governance. In essence, corporate governance deals with the relationships between a company's management, its board of directors, shareholders and other stakeholders. Specifically, the course will discuss some major important accounting scandals (Enron, WorldCom) and the role corporate governance played in these scandals.

Literature

- Bhimani, A., C.T. Horngren, S.M. Datar, G. Foster (2008). *Management and Cost Accounting*, Prentice-Hall, 5th edition.
- Harrison, W.T., C.T. Horngren, C.W. Thomas & T. Suwardy (2010). *Financial Accounting – International Financial Reporting Standards*, Pearson, 8th edition/global edition.
- Selected chapters from other text books.
- Research articles available on EleUM.

Instructional format

Tutorial group meetings.

Examination

The final grade consists of the following assessments: a group presentation, individual class participation, a midterm exam and a final written exam, both consisting of open questions.

This course is a prerequisite for the following course(s):

- SSC3053 Corporate Finance: Behavioural Foundations

SSC2024 - International Law

Course coordinator

Dr. I. Westendorp, Faculty of Law, International and European Law,
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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

Prerequisite

SSC1007 Introduction to Law or another law course.

Objective

- To provide a broad and general insight in the basic concepts of international public law and the dynamics of international law in the last few decades.

Description of the course

In particular since World War II international law has been subject to considerable change, both in scope and in content. The number of State actors has grown as the result of the process of decolonization. A large number of international organizations and institutions have also emerged as subjects of international law. Transnational corporations increasingly constitute an important economic power factor in international relations. The need for international cooperation became progressively evident in order to maintain international peace and security, to promote economic and social development, to safeguard the environment and to uphold human dignity.

The course focuses on some of the more traditional issues of international law as well as on some new developments. The topics are: the changing nature and enforceability of international law, sources and subjects of international law, recognition, territory, the law of treaties, the United Nations, human rights, the law of the sea, State responsibility, international environmental law, peaceful settlement of disputes, and the use of force.

One session will be in the form of a moot court on an international environmental law case for which students will prepare by writing a (short) memorandum of pleading. Both the paper and the oral pleading are part of the examination.

Literature

- Shaw, Malcolm. *International Law.* (last ed.). Cambridge University Press.
- TMC Asser Institute (last ed.), Elementary International Law (*Elementair Internationaal Recht*), TMC Asser Press.

Instructional format

Tutorial group meetings, lectures and a moot court session.

Examination

Writing a memorandum of pleading and holding an oral pleading in a moot court setting.
A final written exam consisting of a case with essay questions.

This course is a prerequisite for the following course(s):

- SSC3030 European Institutions
- SSC3049 Human Rights

SSC2025 - Memory

Course coordinator

Dr. V. van de Ven, Faculty of Psychology and Neuroscience, Cognitive Neuroscience, v.vandeven@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

Prerequisite

SSC1005 Introduction to Psychology.

Objectives

- To help students acquire knowledge of recent as well as classic theories in the field of memory acquisition, consolidation and retrieval, for short- and long-term declarative memory.
- To provide knowledge of the principles of forgetting, reconstructive processes and false memories.
- To provide knowledge about the biological basis of memory acquisition, storage and retrieval.
- To familiarize students with relevant basic brain anatomy.
- To provide experience with common experimental designs in memory research.

Description of the course

In our everyday cognitive functions we rely heavily on multiple types of memory. This includes seemingly trivial actions, such as remembering your grocery shopping list, to navigate through Maastricht, and to have a sense of your own identity. How are memories formed and maintained in our mind and brain? Do we have multiple memory systems, or just one memory mechanism from which the richness of memory is derived? What happens if our memory fails us, when we forget or when we remember falsely? This course investigates the cognitive correlates (information processing) and neurobiological mechanisms of declarative, or explicit memory. We will discuss a number of cognitive models, including Baddeley's Working Memory model, the Modal model, and interference theory in forgetting. In addition, we will discuss the role of long-term potentiation (LTP) in memory, research for which Prof. Eric Kandel received the Nobel prize in 2000, as well as how different brain areas contribute to memory.

Throughout the course, we will discuss relevant methodological issues regarding memory research. Importantly, please be aware that brain anatomy and function are an important part of this course; an interest in and understanding of these fields at the level of Introduction to Psychology or higher is highly recommended. In addition to the tutorial meetings, students will complete a practical and paper assignment in which memory performance of real subjects is assessed.

Literature

- Baddeley A, Eysenck MW & Anderson MC (2009). *Memory*. Psychology Press: UK
- E-Readers.

Instructional format

Tutorial group meetings, practical meeting, and lectures. During the practical meeting, a number of memory tests will be studied. Students are required to test several subjects (e.g. friends, family, fellow students) and write a report on their findings.

Examination

Assessment will be based on a practical report and a final exam.

SSC2027 - Law and Society

Course coordinator

Dr. S. Hardt, LL.M, Faculty of Law, Public Law,
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Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

Prerequisites

SSC1003 Theories of Social Order (SSC1001 Macro Sociology) or SSC1007 Introduction to Law.

Objectives

- To study law as a social phenomenon and discuss several theoretical approaches to law and society.
- To examine a variety of legal processes, such as conflict resolution, lawmaking, social control and change, and to seek to understand how they function empirically.

Description of the course

Legal scholars generally focus their attention on the law as it appears in books. They look at formal manifestations of the law, such as constitutions, statutes, legal rulings and court structures. While this is certainly an important aspect of studying law, we would miss quite a lot if we limited our attention to the formal structures of law, and ignored the larger society in which law functions. While law in action bears some resemblance to law in books, law as a social phenomenon is often far more complex than is apparent from the formal manifestations of law alone. This course looks at the law in action: it studies law as a social phenomenon. Only when we understand how the major elements of a legal system function together in a specific social context, can we really understand how law affects society and how society in turn shapes law.

The first part of the course will introduce the sociological study of law. We will give an overview of the field, discuss several prominent theoretical approaches and examine various methods of researching socio-legal questions. The second part of the course will examine several legal processes in detail, using the tools that were developed in the first half of the course. In particular, we will look at the organization of law, the making of law, law as a means of social control, dispute resolution and law as a means of social change.

Literature

- Sutton, J.R. (2001) *Law/Society: Origins, Interactions, and Change.* Pine Forge Press, Thousand Oaks - London.
- A number of articles, available on EleUM.

Instructional format

Tutorial group meetings and lectures.

Examination

A midterm exam which will consist of open-ended essay questions on the theories studied and how they can be used to construct explanation and a research paper on a socio-legal topic.

SSC2028 - Classical Sociology

Course coordinator

Dr. K. Heidemann, Faculty of Humanities and Sciences, University College Maastricht, kai.heidemann@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

Prerequisites

SSC1003 Theories of Social Order (SSC1001 Macro Sociology).

Recommended

The course coordinator advizes students who are still in their first semester not to take this course.

Objectives

- To become conversant in the theoretical foundations of classical sociology.
- To evaluate and assess these theories in a constructive manner.
- To compare and contrast social theories in a critical fashion.
- To be able to apply these theories to the study of contemporary society.
- To understand the socio-historical context from which these theories emerged.
- To reflect on the relevance and utility of social theory more generally.

Description of the course

This course is part one of a sequence of courses tracing back through the historical development of sociological theory. We will engage with the works of early theorists such as Auguste Comte, Emile Durkheim, Karl Marx, Max Weber, Antonio Gramsci, George Simmel and George Herbert Mead. Some of the basic lines of inquiry we will pursue include: What were the big questions driving the formation 'classical sociology'? Are these questions still relevant today? What is the basis of social order and structure? How and why do societies change? What are the causes and consequences of conflict in society? What place does the individual hold in the study of society? Throughout the course, we will read original materials accompanied some contemporary interpretations of the classics. This is an essentail course for students interested in the foundations of sociology and the social sciences more broadly.

Literature

- *Classical Sociological Theory* (2010) George Ritzer. 6th Edition. Mcgraw Hill. This text provides a combination of primary and secondary source materials.
- Selection of E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

Presentation (35%), chairing a tutorial (15%) and final take-home exam (50%).

This course is a prerequisite for the following course(s):

- SSC3038 Contemporary Sociological Theory
- SSC3040 Identities

SSC2034 - International Trade Law: Globalization, Trade and Development

Course coordinator

Dr. I. Alexovicová, Department of International and European Law, Faculty of Law, i.alexovicova@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

Prerequisites

At least one 200 level law course.

Objective

- To gain a better understanding of the World Trade Organization and its basic legal framework.

Description of the course

This introductory course on World Trade Organization (WTO) law and policy deals with the main institutional and substantive aspects of the law and policy of the WTO. The course is built around a number of true-to-life international trade problems represented in the form of weekly case studies.

The course addresses six themes. It starts by examining the phenomenon of economic globalization and, the arguments for and against free trade, as well as the role of law in international economic and trade relations. Secondly, it looks at the history, objectives, structure, functions, decision-making and membership of the WTO. Thirdly, the WTO's unique system for the resolution of trade disputes is discussed. Fourthly, the principles of non-discrimination in WTO law (namely the obligations of most-favoured-nation treatment and national treatment) are examined. Fifthly, the WTO rules on market access, dealing with tariff barriers and some non-tariff barriers to trade in goods and services are addressed. Finally, the provisions of WTO law that aim to balance trade liberalization with other societal values (such as health, environment, development and regional integration) by means of exceptions to WTO obligations are discussed.

Literature

- Van den Bossche, P., *The Law and Policy of the World Trade Organization: Text, Cases and Materials*, Third edition (Cambridge University Press, 2013), selected chapters and/or sections only.
- The Legal Texts - *The Results of the Uruguay Round of Multilateral Trade Negotiations* (Cambridge University Press, 1999, reprinted 2007). The relevant WTO legal texts can also be found on the WTO website.

Instructional format

The course consists of two mandatory tutorial meetings per week and a number of recommended lectures. The lecturers deal with selected topics covered by the course and are usually either conducted by a visiting lecturer or take the form of recorded lectures available to students on Eleum. The tutorial meetings, held twice a week, are dedicated to detailed discussion of case studies that address problems covered by the relevant theme and are prepared by students beforehand in writing.

Examination

Written assignments submitted during the course and a final written exam.

SSC2036 - Introduction to Business Administration

Course coordinator

Dr. P. Bollen, School of Business and Economics, Organization and Strategy,
p.bollen@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

Prerequisite

None.

Objective

- To introduce students to topics in business administration. In addition, the course prepares students for courses in marketing, organization, finance, strategy, supply chain management and accounting.

Description of the course

The science of economics is broadly divided into two majors: Economics and Business administration. Business administration studies economic problems within the firm and relates to problems in the fields of marketing and logistics, finance, accounting and information management and organization and strategy. Business administration aims to provide an integrated view of all the various (sub) disciplines. This course introduces students in the various topics that are related to business administration so that students have basic knowledge for the more specialized courses in marketing, organization, finance, strategy, supply chain management and accounting. The integration of the knowledge on these topics will take place in the 2nd half of the course when 10 rounds of the global business game (GBG) will be played.

Literature

- Griffin and Pustay, *International Business*, 8th edition, Pearson, ISBN: 978-0133506297. (2014).
- Course material on the Global Business Game (for which you must purchase an individual licence).

Instructional format

Tutorial group meetings, team work and lectures.

Examination

A midterm test, individual presentations, tutorial group participation, participation and ranking in the global business game.

This course is a prerequisite for the following course(s):

- SSC3053 Corporate Finance: Behavioural Foundations

SSC2037 - Conflict Resolution

Course coordinators

B. Erdogan (MA), Faculty of Law, International and European Law, International Relations, birsen.erdogan@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

Prerequisites

At least two 200-level courses in Humanities or Social Sciences.

Objectives

- To survey the theory and practice of conflict resolution and current issues in conflict studies related to causes of communal violence, economic and environmental causes of conflicts, third-party intervention and reconciliation.
- To study characteristics of the different stages of preventing, containing and ending violent conflict.

Description of the course

In this course we will focus on contemporary conflict resolution. The course will cover many issues related to the theories of Conflict Resolution, reasons of conflicts, prevention of conflicts, (issues of early warning and early action), halting ongoing violent conflict, the role and forms of mediation, the role that United Nations plays in conflict resolution, concepts like Peacekeeping and Responsibility to Protect, and how to end violent conflict, build peace and transform societies to reconcile their differences.

Literature

- E-reader articles.

Instructional format

Tutorial group meetings and lectures. Attendance is mandatory.

Examination

There will be special debate sessions in this course about controversial issues such as Responsibility to Protect. Students will be assessed by their performances in the debates and by their position papers submitted after the debate. The participation in the tutorials will be taken into account in the assessment. At the end students will be tested in a final paper.

SSC2038 - International Macroeconomics

Course coordinator

Dr. M. Capasso, School of Business and Economics, Economics,
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Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

Prerequisites

SSC1027 Principles of Economics. Knowledge of basic mathematical concepts such as solving equations, reading and working with graphs is a prerequisite. Students who do not have the prerequisites are welcome in the course, but they may have to work harder.

Objectives

- To introduce students to international (macro)economics, with an emphasis on theory and policy.
- To provide students with the tools required to understand coverage of macroeconomic issues in the popular discourse.

Description of the course

This course provides a detailed insight into global economic issues. The course starts with an analysis of the determination of exchange rates. After this, the course addresses a number of issues in open macroeconomics, including the working of monetary and fiscal policy, and the economics of the euro. This background will be used to discuss and to critically evaluate current developments in the world economy, such as the current crisis, globalization, monetary and fiscal policy in the euro zone and whether China should appreciate its yuan or not.

Literature

- Feenstra, R.C. and A.M. Taylor, *International Macroeconomics*, Worth, 2nd ed. 2011/2012.

Instructional format

Tutorial group meetings and lectures.

Examination

Participation, a small project and a final written exam.

SSC2039 - History of Political Thought

Course coordinator

Dr. T. Dekker, Faculty of Humanities and Sciences, University College Maastricht,
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Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences & Humanities

NB: This course can be used for both the Social Sciences and Humanities concentration.

Prerequisite

COR1004 Political Philosophy.

Recommended

HUM1007 Introduction to Philosophy.

Objectives

- To provide students with a basic grasp of the evolution of political thought in the Western tradition.
- To show students how to study historical works of philosophy.
- To identify how issues and questions in contemporary politics and contemporary political thought have their roots in historical writings.

Description of the course

When considering modern political issues it is often instructive, and sometimes humbling, to realize that many such issues have deep historical roots. For as long as human beings have been living together in societies, questions concerning how these societies should be organized have been asked. The answers that historical writers have given to these questions are still relevant today and still inform current political thought. By investigating the questions philosophers were grappling with and how they sought to answer them, we may perceive more acutely the questions facing our societies and discover how we might answer those questions.

We will study important texts by 8 seminal political thinkers from several periods in history: Plato, Aristotle, Machiavelli, Hobbes, Locke Rousseau, Smith and Hegel. Our aim will be to understand the particular problems they were seeking to solve and how or whether they did so. Although the main texts we will use are historic, the methods we will use are analytic. We will also read several modern texts which take up themes from these historical texts, but these modern texts are strictly supplementary. By applying the tools acquired in Political Philosophy (COR1004) to these texts, we will be able to come to terms with them and apply historical insight to current issues.

Literature

- Cahn, S. (2005/2011). *Political Philosophy*. OUP, Oxford. (Both the 1st and 2nd editions are acceptable.
- Several pieces of modern secondary literature in E-Readers available on EleUM.

Instructional Format

Tutorial group meetings.

Examination

Two take-home exams with open-ended essay questions.

SSC2042 - Rights of the Child

Course coordinator

Prof. dr. J.C.M. Willems, Faculty of Law, International and European Law,
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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

Prerequisite

None.

Objectives

- To provide an introduction to interdisciplinary concepts essential to the study of children's rights (human rights and psychology).
- To provide an introduction to convention on the Rights of the Child (content, interpretation, implementation and monitoring).

Description of the course

This course is about love and Geneva. That is, about a child's right to love and guidance, and its many and multidisciplinary ramifications, and how that right is monitored by the Geneva-based treaty body of the Convention on the Rights of the Child (CRC, UN 1989). The main focus of this course is on the importance of pregnancy and infancy for human development and for the prevention of violence, poverty, crime and welfare dependency. The course attempts to link multidisciplinary knowledge in this field to responsibilities of states, parents, professionals, and civil society on the basis of the CRC. Human development refers to building human capabilities and expanding other-responsiveness from pre-birth until death. This implies new debates on eliminating transgenerational deprivation, preventing child maltreatment, and promoting mental health, attachment security and responsive parenting. Children's rights may thus revolutionize human rights law and thinking – as women's rights have in the past.

The CRC is a near-universal international pledge to care for and educate all our children. Children's rights in the CRC may be defined as state obligations to ensure that both private and public actors meet their responsibilities regarding the holistic development of children. This requires transparency in law and policy as well as the participation, responsibilization and empowerment of both parents and children. A key concept regarding holistic development is 'positive parenting' in the 'best interests' of the child. These and several other interdisciplinary concepts, related state obligations and fundamental critiques will be discussed throughout the course.

Children's rights are violated on a large scale in both rich and poor states – at enormous human, social and economic costs. However, in spite of all the denialism surrounding child maltreatment, there are some hopeful developments in international law towards shifting the paradigm from traditional Child Protection (which is not protecting the vast majority of abused children in the Western world) towards child rights based Prepared Parenthood.

Literature

- Westman, Jack C. *Parent Power*. North Charleston, SC/Leipzig: Amazon 2013 (amazon.de);
- Willems, Jan CM (ed.). *Children's Rights and Human Development: A Multidisciplinary Reader.* Antwerp-Oxford-Portland: Intersentia 2010 (student edition/student price).

Instructional format

Tutorial group meetings and lectures. The group sessions in this course are devoted to problem based tasks and discussion of assignments.

Examination

Final exam (take home) and paper (2.000 words monitoring assignment).

SSC2043 - Development Economics

Course coordinators

Dr. T. Ziesemer, School of Business and Economics, Economics,
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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

Prerequisite

SSC1027 Principles of Economics. Knowledge of basic quantitative concepts such as reading and working with graphs and simple equations is a prerequisite. Students who do not have the prerequisites are welcome in the course, but they may have to work harder.

Objectives

- To provide participants with an overview of major economic concepts and policies in development issues, such as growth and population dynamics, education, aid, trade and debt.
- To deliver the skills needed to consider development problems and approach them in a rigorous and critical way, using both economic theories and policy analysis.

Description of the course

The long-run development and international economic relations of developing countries are chosen as the major topic of this course. The long-run growth part deals with structural change from agriculture to industry and services, population, education, health, savings, investment and productivity. The international relations part relates growth to migration, aid, foreign debt including financial crises, and international trade including natural resources, terms of trade, trade policy and development strategies.
Each group of 3 or 4 students will study one country in order to start learning application of data to the literature.

Literature

- Perkins, D.H., S. Radelet, D.L. Lindauer, S.A. Block *Economics of Development* (7^{th} ed.). Norton, New York and London, 2013.
- Other reading materials will be indicated during the course.

Instructional format

Tutorial group meetings and student presentations.

Examination

The final grade will be based on class participation including presentation and a final examination.

SSC2046 - Globalization and Inequality

Course coordinator

L. Snijders, Faculty of Arts and Social Sciences, Philosophy,
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Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences & Humanities

NB: This course can be used for both the Social Sciences and Humanities concentration.

Prerequisites

None.

Objectives

- To understand and analyze issues of globalization and inequality from several disciplinary perspectives.
- To connect issues of globalization, inequality, poverty and development.
- To understand theories, concepts and historical roots of global social, political and economic inequality.
- To gain knowledge of the main global and international actors and networks in the field of development, including their aim, impact and effectiveness.
- To gain knowledge about contemporary issues in development and the developing world, in particular:
    - Democratization, human rights and development
    - Health and development
    - Global Migration and remittances
    - Food security, natural resources and global crises
- To analyze changes in 21st century geopolitical perspectives with regards to development, including the growing impact of the BRICS countries.
- To obtain insight in the relations between the various global crises and recent development policies.
- To discuss future development scenarios.

Description of the course

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

Literature

- Greig, A., Hulme, D., & Turner, M. (2007). *Challenging Global Inequality; Development Theory and Practice in the 21st Century.* Houndmills: Palgrave MacMillan.
- Relevant academic articles, reports, book chapters and websites.

Instructional format

Tutorial group meetings, lectures, group work and presentations.

Examination

Presentations, a group paper and a take-home exam.

This course is a prerequisite for the following course(s):

- SSC3047 Development & Poverty in the 21st Century

SSC2048 - Intermediate Microeconomics

Course coordinator

Dr. K. Thomsson, School of Business and Economics, Economics,
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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

Prerequisites

SSC2061 Statistics I (SSC1026 Quantitative Methods) and SSC1027 Principles of Economics.

Students taking this course should be prepared to use and manipulate basic mathematical expressions. A good knowledge of the analysis of common functions and their derivatives will be an asset for the course.

Objectives

- To introduce students to the basics of microeconomic theory.
- To acquire skills in applying its analytical tools to real-life economic problems.

Description of the course

Economics is the study of exchange and tradeoffs. Qoestions about what to buy, what to produce and how to allocate time all involve tradeoffs between different alternatives, and economists develop models to better understand the process by which individuals and firms make such decisions. With these models in hand, economists can then develop criteria by which to judge the efficiency and effectiveness of market structures, policies and institutions.

This course is a first introduction to microeconomics. It will present an overview of the basic models that constitute the foundations of modern economics. We will build the theory of the consumer and the producer from the bottom up to create models of market behavior. The goal is not to offer a complete description of the world as it exists; rather, we will seek to simplify reality with the goal of providing a concise description of a broad class of real-world circumstances.

As we progress we will touch on examples of theory theory in applied settings to highlight and discuss how these models characterize much of the economic behavior we observe in the real world. After developing models of the market as a whole, we'll explore extensions of the theory to the strategic behavior of firms and individuals. The theory of strategic behavior will then be used to analyze, among other things, competition policy, environmental policy and political competiton between parties.

Literature

- Varian H. (2009). *Intermediate Microeconomics*. (8th ed.). W. W. Norton & Company.

Instructional format

There will be two regular, weekly tutorial group meetings supplemented by a number of lectures. The first lecture will introduce the course organization and content, and review the relevant mathematical background necessary to follow the course.

Examination

In order to pass the course students have to receive a passing participation grade, successfully complete a writing asignment and a final exam. If those requirements are satisfied the course grade is computed as follows:

Course Grade = 0.2*Participation + 0.3*Writing Assignment + 0.5*Exam

This course is a prerequisite for the following course(s):

- SSC2052 Public Finance

SSC2050 - Psychology and Law

Course coordinator
J. Schell (MSc), Faculty of Humanities and Sciences, University College Maastricht, jenny.schell@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

Prerequisite
SSC1005 Introduction to Psychology.

Recommended
SSC1007 Introduction to Law and/or an interest in Law.

Objectives
The aim of this course is to provide psychology (but also law) students interested in psychology & law with an introduction to topics for this field:

- to gain a general impression of the topics that are within the scope of psychology & law and have knowledge regarding current issues and controversies in PsychLaw research.
- to be able to give descriptions of methods typically used and experimental work done in these disciplines.
- to have insights into the problems that arise when psychology is applied to law in practice.

Description of the course
This course focuses on applications of psychology to the legal system. It will provide students with insights and knowledge about typical themes from the PsychLaw domain. Such themes range from how reliable eyewitness testimonies in court are to whether criminals have a brain dysfunction making them permanently dangerous to society, to the role of experts in court. The role of psychologists within these themes is to ask questions that have a direct relevance to the legal arena and to conduct research to address these questions.

Drawing from areas of social, cognitive, developmental, clinical and neuropsychology this course will deal with questions such as: Why do people commit crimes? Are children more susceptible to suggestion than adults? What is an expert witness? How reliable are different kinds of evidence (eyewitness testimonies, confessions etc.)? Are all criminals competent to stand trial? etc.

A number of controversies will also be discussed including the practice of police interrogations, the insanity defense, and the role of psychologists in court and the use of polygraph as a lie-detector test.

Literature

- Howitt, D. (2011). *Introduction to forensic and criminal psychology* (4th ed.). Harlow, England: PEARSON

Instructional format
Tutorial group meetings and (guest) lectures.

Examination
Assessment is based on participation in class, a written assignment and a final exam at the end of the course.

SSC2052 - Public Finance

Course coordinator

Dr. R. Saran, School of Business and Economics, Economics,
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Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

Prerequisite

SSC2048 Intermediate Microeconomics, Basic Calculus (differentiation).

Objectives

- To provide a basic knowledge of the functioning and the economic significance of the public sector, with an emphasis on international issues.
- To be able to reflect and recognize the strength but also some of the limitations of traditional economic theory.
- To be able to critically assess political and economic discussions pertaining to the public sector.

Description of the course

Public Economics (or Public Finance) deals with the formulation, execution and effects of government policy, or more generally with non-market mediated policies. Government and government-like organisations differ from other organisations because they can use legal coercion as a means for the realisation of their aims. The typical allocation mechanism for scarce resources in markets is the price mechanism, which - under particular circumstances - aggregates information and preferences of many different individuals in an efficient way. In many instances, however, the necessary requirements for efficient market solutions to the resource allocation problem are not given. This is where the public sector comes into play. When the price mechanism is not available or does not yield an efficient or otherwise desirable solution to an allocation problem other mechanisms for aggregating information and references are needed to allocate scarce resources and coordinate economic and social behaviour.

This course provides basic knowledge of the functioning and the economic significance of the public sector with an emphasis on international aspects. Some of the topics to be dealt with in the course are: governmental decision-making on the national and international level, role and management of the state in times of globalisation and transnational threats like global warming and international terrorism, important issues pertaining to government expenditure, taxation, and other activities (like public goods, international institutions, education, social security, health care), and mechanisms of political influence (elections and lobbying). These issues will be analysed from a normative - welfare economic - as well as from a positive - explanatory - perspective, with emphasis on the relevance and limitation of traditional economic theory.

Literature

- Rosen, H. and Gayer, T. (2009). *Public Finance*. (9th Int. Ed.). McGraw Hill, New York.

Instructional format

Tutorial group meetings and lectures.

Examination

Active participation, presentation and final exam.

SSC2053 - Public Health Policymaking

Course coordinator

Prof. dr. H. Maarse, Faculty of Health, Medicine and Life Sciences
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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

Prerequisite

None.

Objectives

- To make students familiar with basic issues in public health.
- To make students familiar with basic issues in public policymaking.
- To make students familiar with basic issues in public policymaking on public health.

Description of the course

Students will become familiar with the following topics in public health: the epidemiology of mortality and disease; the determinants of health; the ageing of society and its implications for medical care; the unequal distribution of health; moral issues in public health; the economics of public health; health systems analysis; public health genomics; markets and public health; public health disasters.

Students will become familiar with the following topics in public policymaking: the various components of public policy (values, objectives, instruments, policy paradigm); the concept of the policy cycle (problem recognition and definition, agenda building, policy formation, policy implementation, policy evaluation and feedback); theoretical approaches of public policy making (rational model, political model, institutionalist model); stakeholder and policy community analysis; types of state-society relationships (elitist model, pluralist model, corporatist model, regulatory agency model, communitarian model); the role of power in public policymaking.

Regarding the third objective, students will learn to combine the knowledge gained under the first and second objective. Concretely, they learn to understand the implications of public health issues for public policymaking (e.g. how can we effectively tackle the problem of overweight/obesity or the problem of the unequal distribution of health? Which moral issues arise in public policymaking?) and, conversely, the implications of the structure and process of public policymaking for addressing public health issues (e.g. how are public health issues defined? Who dominates the agenda building process? What are the implications of the rational, political and institutionalist model for public health policymaking? What about the role of the state and society in public health policymaking? What are the specific characteristics of public policymaking in case of public health disasters?)

Literature

- To be announced

Instructional format

Tutorial group meetings and lectures.

Examination:

A paper (30%), a presentation (20%) and a take home (50%).

SSC2055 - Entrepreneurship

Course coordinator

Dr. ing. W. Bodewes, School of Business and Economics, Maastricht Centre for Entrepreneurship, w.bodewes@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

Prerequisite

SSC1005 Introduction to Psychology or SSC1003 Theories of Social Order (SSC1001 Macro Sociology) or SSC1027 Principles of Economics.

Objectives

- To provide a bird's- eye view on the role and functioning of entrepreneurship.
- To understand the key components of successfully launching & growing high-impact ventures.
- To understand how business opportunities are created and discovered.
- To know the societal and economic roles of entrepreneurship.
- To understand the processes that transform ideas into business, how opportunities are screened and selected, the virtues and fallacies of business planning, the financing of entrepreneurial ventures, and the managing of rapid growth.

Description of the course

The societal impact of enterprising individuals cannot be contested. They start-up companies that challenge (and often replace) incumbents, and they have an important role in introducing innovative products and services to new or established markets. However, entrepreneurs never operate in isolation. They use legal, fiscal and/or financial services (often provided by entrepreneurial firms as well), they require infrastructures (buildings, laboratories), capital and employees. Many entrepreneurs cofound their venture with others.

In this course you will identify factors that drive the entrepreneurial process at the level of an enterprising individual or team. You will explore how entrepreneurs not only rely on general business management principles, but especially how they cope with the uncertainty, risk, scarcity of time, capital and other resources as opportunity development, risk reduction and resource mobilization is inherent to all entrepreneurial venturing.

We start the Entrepreneurship course with exploring the (presumed) unique qualities of entrepreneurs. We then focus on the process dynamics of entrepreneurial activity. You will review how entrepreneurs identify screen and select venture opportunities. Also the role of business modeling and business planning in starting and growing ventures will be researched. In addition the obtaining of the resources required for start-up and growth, and the managing of rapid growth will be explored in this course.

This is not a "how-to" course, instead the course will introduce you to relevant scholarly insights that provide (future) entrepreneurs, an evidence base for entrepreneurial action.

Literature

- Shane, S. A. 2002. *The foundations of entrepreneurship*. Northampton, MA: Edward Elgar Pub. (suggested)
- Each student is to select and read a published biography of an entrepreneur.
- E-Readers with papers & Reader with cases (You need to pay for your cases, approx. €30).

Instructional format

Case lectures and tutorial group meetings. In the tutorial group meetings you explore the literature. In the case lectures you will explore how the scholarly insights can be used to inform the practice of (ambitious) entrepreneurship. The biography project invites you to link your learning to the life history of an entrepreneur.

Examination

Student evaluation will be based on 1) a take-home midterm test, consisting of open questions; 2) a final open-book test, also consisting of open questions; and 3) the biography paper.

SSC2058 - Sex, Sexuality and Society

Course coordinator

Dr. A. Swinnen, Faculty of Arts and Social Sciences, Literature & Art.
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Semester	Period	ECTS	Core
Fall	2	5	Social Sciences

NB: This course can be used for both the Social Sciences and Humanities concentration.

Prerequisites

HUM1003 Cultural Studies I or another relevant course.

Objectives

- To acquaint students with the central approaches, main theories, and leading trends in sexuality studies within the social sciences and the humanities.
- To teach students how these approaches are applied to analyze the relations between sex, sexuality and contemporary society.
- To provide students with the analytical skills to develop their own analysis of sexuality through written and oral modes of communication.

Description of the course

Sexuality is often considered as a natural fact, a process 'hardwired' in male and female bodies and in physical sexual desires, a matter of bodies and brains, genes and hormones. At the same time, sex is a social practice: sexuality is connected to social institutions, sexual health and sexual policy, while sexual differences, in turn, are at the core of the organization of every society. Finally, as a set of acts and desires, sex is thought to be something private and personal, and is often experienced as a highly intimate part of life. This course examines the ways in which sex in its broadest sense operates on biological, social, and personal levels. Introducing students to the central approaches in sexuality studies, the course analyzes sex, sexuality, and society across a range of contemporary cases and topical debates within the social sciences and the humanities.

During this course, we will approach sexuality from the perspective of sexual joy (the art of lovemaking, forms of sexual bliss) as well as sexual misery (sexual diseases, inequality or violence). A variety of case studies - ranging from sexual health and HIV/AIDS prevention to the globalization of sexuality, sex and aging, and LGBTQ activism - serves to trace the diverse ways in which 'sex' operates in contemporary society. In addition, we will examine the interplay between sex and science in twentieth-century studies of sexual behavior, as well as contemporary neuroscientific research on the male and female brain or the elusive 'gay gene'. We will not take any 'natural fact' at face value, however, not only because sex research is a social practice in itself, but also because sexuality is continuously co-shaped by social norms of gender, ethnicity, age, and class. 'Natural sex' turns out to be a minefield of physical facts and social rules that are in constant flux. Because sexual bodies, desires, practices, and identities are natural and cultural, personal and social, we will take an interdisciplinary theoretical approach to examine the complexity of what we simply call 'sex'.

Literature

- E-reader
- Rebecca M. Jordan-Young. *Brain Storm: The Flaws in the Science of Sex Differences*. 2010, Harvard University Press.

Instructional format

Tutorial group meetings, films and lectures.

Examination

Mid-term take home exam. Format of final exam to be announced.

SSC2059 - Social Movements

Course coordinators

Dr. K. Heidemann, Faculty of Humanities and Sciences, University College Maastricht, kai.heidemann@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

Prerequisite

SSC1003 Theories of Social Order (SSC1001 Macro Sociology).

Objective

- To become conversant in the major questions driving social movement research.
- To become conversant in the key theories and concepts driving social movement research.
- To become conversant in the primary methods driving social movement research.
- To evaluate and assess social movement research in a critical and constructive manner.
- To design a case study and initiate an original empirical study of social movements.
- To reflect on the relevance and utility of studying social movements.

Description of the course

This course is designed to introduce students to the sociological study of social movements. An overview of the field will be provided by identifying key concepts, theories and methods through examination of a variety of case studies. Salient themes addressed will include: democracy, identity, globalization, civil rights, environmentalism, gender, sexuality, class and ethnicity/race. While much attention will be placed on social movements within Europe, a global-comparative perspective will be periodically emphasized. The over-arching goal of the course will be to reveal the ways in which social movements work to both produce and resist social change. Some of the main questions addressed in the course will be: What is a social movement? Why do people join social movements? How do movements gain/lose momentum? What is the relationship between social movements and democracy? And, under what conditions do social movements 'succeed'?

Literature

- *The Blackwell Companion to Social Movements* (2004) David Snow, Sarah Soule and Hanspeter Kriesi [eds.[Wiley Blackwell.
- E-Readers.

Instructional format

Tutorial group meetings.

Examination

Final take home exam (50%), Presentation (35%) and Chairing a tutorial (15%).

This course is a prerequisite for the following course(s):

- SSC3040 Identities
- SSC3038 Contemporary Sociological Theory

SSC2060 - Comparative Constitutional Law

Course coordinator

Dr. S. Hardt LL.M, Faculty of Law, Public Law,
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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

Prerequisites

SSC1007 Introduction to Law or SSC1009 Introduction to European Integration or SSC1025 Introduction to Political Science.

Objectives

- To get students acquinted with the political and constitutional systems of a number of European countries and the United States.
- To introduce students to the overarching concepts of consitutional law.

Description of the course

In this course, we study basic concepts of constitutional law. Particular attention is devoted to: the functioning of a state, different systems of government and the concept and application of the principle of separation of powers.

Furthermore, different electoral systems and different mechanisms governing the relations between the executive and legislative branches of government will be discussed. The issues of federalism and bicameralism will be analysed. Finally, the rules governing constitutional review will be discussed, together with the issue of fundamental rights protection. These themes will be addressed with regard to the American, German, French, British and Dutch legal systems.

Literature

- P. Kiiver, ed. (2010), *Sources of Constitutional Law: Selected Provisions from Constitutions and Fundamental Legislation of the United States, France, Germany, the Netherlands and the United Kingdom*, Groningen: Europa Law Publishing.
- Heringa, A.W., & P. Kiiver, Ph. (2012). *Constitutions Compared - An Introduction to Comparative Constitutional Law.* (3rd Ed.) Antwerp/Oxford: Intersentia.

Instructional format

Tutorial group meetings and lectures. Discussions in tutorial group meetings are based on problem scenarios and tasks from the coursebook.

Examination

The final grade is based on the results of a mid-term exam consisting of a paper and a final written exam comprising essay questions.

This course is a prerequisite for the following course(s):

- SSC3030 European Institutions

SSC2061 - Statistics I

Course coordinator

Dr. D. Tempelaar, School of Business and Economics, Quantitative Economics,
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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

NB: This Course was formerly known as SSC1028 Statistics I.

Prerequisite

SCI1010 Quantitative Reasoning. Students with substantial high school experience in Mathematics (For an indication of the relevant topics, see SCI-M, p. vi-viii) can contact the coordinator to request a waiver.

Objectives

- To perform your own (first) research using quantitative techniques.
- To develop the abilities to read, understand and criticize scientific articles in the domain you study or work, that use quantitative techniques.
- To gain experience in actively performing such a quantitative analysis yourself, making use of familiar tools such as the MS Office Excel application and the DataDesk add-in.

Description of the course

The course Statistics I provides a general introduction to quantitative research methods commonly used in social and life sciences. Emphasis is on methods of data collection, and types of data, descriptive statistics, regression modeling, probability theory, discrete random variables, continuous random variables, Sampling distributions and inferential statistics the construction of confidence intervals and hypothesis testing Separate sessions serve to learn the computing skills needed to apply these statistical tools.

A crucial element in this course is the student project. This project starts in the first weeks, with students working with surveys, and in doing so, collecting data on student characteristics, such as mathematical and statistical prior knowledge, metacognitive abilities and general study styles and habits. In the Student project, you will perform a statistical analysis of your own data, and after collecting the data of all students, you will develop a statistical model that explains students' achievements in terms of background variables and input factors. In this applied research, we will use statistical features in Excel (the MS Office spreadsheet program) as a modeling tool.

Literature

- De Veaux, R.D., Velleman, P.F., & Bock, D.E. (2012). *Stats: Data and Models, International Edition, 3/E.* Addison-Wesley. 0-321-75372-0.

Instructional format

Besides the lectures, there are two weekly tutorial sessions: one meeting in which problem tasks are discussed, and a second meeting focusing on doing statistics with computers, Excel and the tool DDXL.

Examination

Final exam, three computerized quizzes and a final essay for the student project. The exam and quizzes are of 'open book' type.

This course is a prerequisite for the following course(s):

- SCI2033 Datamining
- SSC2048 Intermediate Microeconomics
- SSC3018 Statistics II
- SSC3033 Economic Psychology
- PRO3008 Think Tank

SSC2062 - Foundations of Cognitive Psychology

Course coordinator

M. Heins (MSc), Faculty of Humanities and Sciences, University College Maastricht, manuela.heins@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences & Sciences

NB: This course can be used for both the Sciences and Social Sciences concentration.

Prerequisites

SSC1005 Introduction to Psychology or SCI2036 Artificial Intelligence.

Objectives

- To give students on overview of the study of the human mind as information processing machine over time and to provide insight into the foundations of cognitive science
- To make students familiar with the basic concepts used in theories on human information processing and the experimental designs used in cognitive psychology
- To provide an insight into the character of cognitive processes; various forms of perception, learning, thinking, etc.

Description of the course

The mechanization of thought (i.e. regarding the human mind as an information processing machine not unlike a computer) has always repelled and attracted psychologist and philosophers after the scientific revolution of the 16th and 17th centuries. As a result, human thought wasn't always the topic of psychology, especially at the time of the rise of radical behaviorism in the early 20th century. Anything referring to mental processes was not to be used in explanations of human behavior. However, with the inventions of machines that could think in combination with the failure of behaviorism to account for even the simplest of human behavior, the mind was back in psychology. And back with a vengeance. During the '60 and '70 of the 20th century information processing theory became the leading paradigm in cognitive psychology. Information processing theory deals with how people receive, store, integrate, retrieve, and use information.

The present course is concerned with theoretical and empirical perspectives on human cognition, perception and the experimental methods to study cognition and perception. Eleven basic topics of cognitive science/ psychology are discussed using a Problem Based Learning format. The topics studied in the course are amongst others: The history of the study of the human mind as information processing machine, schema's, scripts, plans, and frames, knowledge representation, top down and bottom up processing, semantic networks and spreading of activation, intelligence and individual differences, etc.

Literature

- E-Readers available on Eleum.
- Several chapters from basic cognitive psychology textbooks (There is not one single basic book that covers all topics, hence the chapters of several books are available as e-readers or hardcopy at UCM's reading room and the UM library)

Instructional format

Tutorial group meetings and lectures.

Examination

A final essay and an exam.

SSC3002 - European Foreign Policy

Course coordinator

Dr. R. Haar, Faculty of Humanities and Sciences, University College Maastricht,
roberta.haar@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

Prerequisites

SSC1025 Introduction to Political Science or SSC1006 International Relations and SSC3030 European Institutions or SSC1009 Introduction to European Integration.

Objectives

- To understand the history and the complexity that make up European Foreign Policy.
- To understand the political-institutional process in which the policy is made.
- To grasp the content of European Foreign Policy.
- To understand the relations with important regions and particular states that the European Union has established strong foreign policy relationships.

Description of the course

In order for the EU to ever be truly a federation there should be a single currency and a common foreign policy. One of these two criteria has been met in most of the Member States of the EU. Does this mean that a major step has been taken on the way to a federation? What of the common foreign policy requirement? Is there one foreign policy or many, at least when crises like the Iraq war occur? What is the probability of a European Foreign Policy akin to that of the USA ever forming? These are the questions the course will tackle.

The course is divided into two sections. The first section will start with a focus on the importance of European Foreign Policy for foreign policy analysis and vice versa. It will also consider what theories in International Relations can be applied to fully understand European Foreign Policy. This section will then move on to consider the institutional framework of the EU's foreign policy, the role of the Member States in the formation of policy and then finally consider in more detail the main policies themselves within the realm of external relations. The main policy areas include Common Defense and Homeland Security Policy, Economic and Trade Policy and Enlargement Policy.

The second section deals with the important regions and particular states that the European Union has established strong foreign policy relationships. These important regions and states include the U.S.A., Russia, the Developing world and Emerging Economies. The second section ends with a consideration of the EU's future role as a global player.

Literature

- Hill, C., & Smith, M. (2011). *International Relations and the European Union*. 2nd edition. Oxford University Press.
- E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

A final exam (consisting of essay questions) and a research paper.

SSC3011 - Public Policy Evaluation

Course coordinators

Drs. R. Speijcken, Maastricht Graduate School of Governance/UNU-Merit, Maastricht University
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Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

Prerequisite

At least two 200-level Social Sciences courses.

Objectives

- To develop a critical analytical approach to public policy evaluation, analysis and public policy making.
- To provide students with a basic understanding of the key concepts, approaches, models and methods of public policy analysis & evaluation.
- To develop the basic skills needed to conduct public policy analysis & evaluation and to communicate the results effectively.
- To provide students with an understanding of the roles and ethics of the policy analyst/evaluator in the policy process.

Description of the course

This course provides students with an academic and at the same time practical and 'hands on' approach to the study of public policy and more in particular, to the professional practice of policy analysis and evaluation. Public policies can be described as "a course of government action or inaction in response to public problems" such as insufficient access to health care or education, environmental degradation, threats to workplace safety, corruption, overcrowded highways or air pollution (Kraft and Furlong 2010:5). Problems range from relatively simple to highly complex and manifest from the local to the national or global levels. They can reflect conflicts over causes, solutions, problem definitions as well as over fundamental human values. Decision-makers that take final decisions on these issues need to be informed by sound evidence based policy analysis and evaluation that has carefully weighted, crafted, prescribed and evaluated the policy alternatives. This is important as the decisions taken do not only affect people's lives, but also influence society's key values. It is the task of the policy analyst / evaluator to provide sound evidence, analysis and advice. To acquaint students with, and prepare them for such undertakings, this course is designed to foster critical thinking and understanding about public policy and possible alternative courses of action by deliberating and analyzing the key concepts, models, approaches and methods of policy analysis & evaluation, and practicing some of its basic skills.

In the first week of the course students explore what policy analysis & evaluation actually is. It intends to shed light on the role of power, politics, institutions and actors in the policy making process. Subsequently, in the second week the art of problem structuring is explored. In the third week students will be introduced to working with evaluative criteria and choosing policy options for formulating policy advices. With the knowledge gained in these first three weeks students will work in small groups to prepare and present a 'hands on' a policy advice on a real life country case. Finally, just before the midterm exam, students are introduced to two frequently used methods of policy analysis and evaluation: cost benefit and cost effectiveness analysis. The midterm exam consists of two parts: an individually written policy memorandum on a given topic (part 1) and, on the basis of that memorandum, a team role play (part 2 of midterm). After the midterm the focus shifts from having gained the basic knowledge for policy analysis and evaluation (problem structuring, stakeholder analysis, choosing evaluative criteria and using them to benchmark and weigh the different policy alternatives) to exploring policy evaluation approaches in more depth. Students will be introduced to plan, process and outcome evaluations on the basis of the realist or theory-based evaluation approach. They will work in small groups on another real life case to actually carry out and present a plan (and or) process evaluation themselves. Finally, ethical and accountability aspects of policy analysis and evaluation, as well as the role of the public in this process are explored.

The course is built around 7 cases and 7 lectures by both academics and professional practitioners that share their knowledge and experiences with the students. This together with studying academic and policy literature as well as the 'hands on' work on evaluation cases, provide the main guidance for the student's learning process in this policy analysis & evaluation course.

Literature
The course combines book chapters from state of the art text books on policy analysis with articles from academic journals and real life case study material from practice, next to youtube videos and short documentaries. Textbooks from which partial chapters are used:

- Kraft M.E and Furlong S.R. (2013) Public Policy Politics, Analysis and Alternatives, CQ Press, SAGE
- Guess G.M. and P.G. Farnham (2011), Cases in Public Policy Analysis
- Weimar L. and Vining A. (2011) Policy Analysis, 5th Edition, Longman
- Weiss C.H. (1998) Evaluation (2nd ed.), London: Prentice-Hall.

Some of the academic journal articles, that will be studied:

- Douglas J. A. (1984) "Why Policy Analysis and Ethics Are Incompatible", *Journal of Policy Analysis and Management*, 3, 4: 573-591. (e-R)
- Hajer M (2003) Policy without polity? Policy analysis and the institutional void Policy Sciences 36: 175-195
- Ingram H and Schneider A.L.(2006). Policy Analysis for Democracy in The Oxford Handbook of Public Policy, Oxford University Press
- Leeuw, F. L. (2003). Reconstructing Program Theories: Methods Available and Problems to be Solved. American Journal of Evaluation, 24(1), 5-20
- Ostrom E. (2002). Policy Analysis in the Future of Good Societies, in The Good Society, Volume 11, Number 1, 2002, pp. 42-48, Penn State University
- Pawson and Tilly (2004) Realist Evaluation (Realistic Evaluation 1997)

Next to that book chapters, journal articles, youtube videos and short documentaries will be studied.

Instructional format
Tutorial group meetings, team presentations in which gained knowledge needs to be put in practice by working on real life cases, role play and interactive lectures.

Examination
The final grade will be based on the policy memorandum (30%), a role play team briefing exercise (20%) and a final policy paper (40%) and 10% is based on attendance and the quality of participation in tutorial groups and lectures.

SSC3012 - War in World Politics

Course coordinator

Dr. R. Haar, Faculty of Humanities and Sciences, University College Maastricht,
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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

Prerequisites

SSC1006 International Relations or SSC1025 Introduction to Political Science and at least one 200-level Social Sciences course.

Objectives

- To understand international conflict.
- To examine different types of conflict and their various causes in the world.
- To examine as case studies different conflicts throughout history.

Description of the course

Why do nations and states go to war? This course will endeavor to give some answers to this question. To do that, the course will be divided into three sections that mirror the above objectives. The first section will focus on the different types of conflict. In this section, the ethics of war will also be discussed: do "Just Wars" exist? Section two will concentrate on the causes of conflict. It will reflect on a variety of sources that emerge from such domains as the global system, the states themselves or individuals. Part three will examine as case studies a number of modern conflicts, such as World War I, World War II, the Korean War, the Vietnam War, the breakup of Yugoslavia, the War between India and Pakistan, the Arab- Israeli conflict and Saddam Hussein's Wars against Iran and Kuwait.

Literature

- Levy, J. S. and W. R. Thompson. (2010). *Causes of War*. Wiley-Blackwell.
- Stoessinger, J. G. (2011). *Why Nations Go to War.* 11th Edition. Thomson, Wadsworth.
- E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

A final exam (consisting of multiple choice questions, true and false questions and essay questions) and a research paper.

SSC3016 - Sustainability Assessment: Tools and Methods

Course coordinator

Dr. A. van Zeijl-Rozema, Faculty of Humanities and Sciences, International Centre for Integrated Assessment & Sustainable Development,
a.vanzeijl@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences/Sciences

NB: The course was formerly known as SSC3015 Hands On Sustainability Science. This course can be used for both the Social Sciences and Sciences concentration.

Prerequisites

SCI1016 Sustainable Development: An Introduction and SCI2012 Globalization, Environmental Change and Society.

Objectives

The objective of the course is to learn about methods and tools for addressing complex sustainability issues in an integrated way. During the course, students will:

- Appreciate the general principles underlying sustainability assessment;
- Obtain experience with applying methods for sustainability assessment through exercises
- Study practical applications of different Integrated Assessment methods in real-life case studies.

Description of the course

The emphasis of this course will be on the getting to know some tools and methods used in sustainability assessment. The theoretical knowledge and insights from SCI1016 Sustainable Development: An introduction and SCI2012 Globalization, Environmental Change and Society will be further deepened, and we will analyze several existing case studies to see how the methods and tools were applied. Issues of scale (case studies at global, regional and local level) and of stakeholders (who to involve) and of future-proofing (scenario studies) will be addressed. Key methodological issues and tools will be addressed, such as participatory methods for involving stakeholders, qualitative modeling techniques and scenario analysis, both in normal tutorials and in lectures/work sessions which are interspersed with exercises. Ample attention will be paid to the challenges that can emerge when applying these tools and methods in practice. At the end of the course, students will use the acquired knowledge to design a workplan for an integrated assessment of a case study of their choice (e.g. air quality issues in Maastricht, the sustainability of Maastricht University or sustainable tourism in Limburg).

Literature

- Kates, R. W. (ed.) (2010*) Readings in Sustainability Science and Technology*, CID Working Paper No. 213, Centre for International Development, Harvard University.
- E-Readers.

Instructional format

Tutorial group meetings, lectures and work sessions.

Examination

The final grade is based on a workplan for an integrated assessment, including a description of the case study chosen.

SSC3017 - Social and Environmental Entrepreneurship

Course coordinator

Dr. C. Costa, School of Business and Economics, Maastricht Centre for Entrepreneurship, c.dorosariocosta@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

NB: This course was formerly known as SSC3048 Social and Ecological Entrepreneurship.

Prerequisites

At least two courses at 100- or 200- level in the Sciences and/or the Social Sciences.

Recommended

SSC2036 Introduction to Business Administration or SCI1016 Sustainable Development.

Objectives

- To understand the key similarities and differences between social and environmental entrepreneurship and commercial entrepreneurship.
- To understand the relationships between social/environmental problems and social/environmental entrepreneurial opportunity.
- To obtain practical experience through application of research findings and theoretical predictions to actual challenges and problems that social and/or environmental entrepreneurs face in the starting and growing of their ventures.

Description of the course

There is an increasing awareness that entrepreneurship can play an important role in solving or alleviating social and/or environmental problems. This course explores the special features of social and environmental entrepreneurship in comparison to commercial entrepreneurship. Attention is given to the ability of social and environmental venturing to solve or alleviate problems that governments, NGOs, or companies fail to address and related topics such as corporate social responsibility, and risks of social marketing. In many cases, social entrepreneurship aims to combine social goals with financial sustainability. Social ventures such as the Bangladeshi Grameen Bank or the Bangladeshi Aravind Eye Hospitals showcase that profit can be made while serving a social cause. However, social entrepreneurs are not primarily driven by a desire to create economic value, they seek to generate social value. Environmental ventures such as the British company SolarCentury or the German company E-Max showcase that profit can be made while serving an environmental cause. Other social and environmental entrepreneurial initiatives opt for a not-for-profit status while serving their social or environmental cause. Academics have sought to understand why, how and when social and environmental venturing can have a lasting impact.

The emerging literature on social/environmental entrepreneurship is used in this course to enable you to learn how also you can make a difference by pursuing (or helping others to pursue) a social or environmental opportunity. In this course, you will build on the theoretical knowledge and insights from course 1 (SCI1016) to explore how private (and individual) initiative may help to address environmental or social problems. You will move beyond exploring the relative importance of such initiatives and try to understand the processes through which social and environmental venturing can seek to have an impact. Throughout this course you will review and synthesise the relevant literature, and learn how to deploy (conflicting) empirical findings and/or theoretical claims in the addressing of some of the key challenges that social and environmental entrepreneurs face.

Literature

- Nicholls, A. 2006. *Social entrepreneurship: new models of sustainable social change*. Oxford ; New York: Oxford University Press.
- Schaper, M. 2005. *Making ecopreneurs: developing sustainable entrepreneurship*. Burlington, VT: Ashgate.
- eReader with papers & Reader with cases (You need to pay for your cases, approx. €30).

Instructional format

Case lectures and tutorial group meetings. In the tutorial group meetings you explore the literature. In the case lectures you will explore how the scholarly insights can be used to inform the practice of social/environmental entrepreneurship. A field project will expose you a regional venture that will allow you to further elaborate on the key issues that relate to social/environmental venturing.

Examination

Your evaluation will be based on the field project paper and a final open-book test with open questions.

SSC3018 - Statistics II

Course coordinator

Dr. D. Tempelaar, School of Business and Economics, Quantitative Economics,
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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

NB: This course was previously known as SSC2026 Statistics II

Prerequisites

SSC2061 Statistics I.

Objectives

- To familiarize students with quantitative research methods, building on SSC2061 Statistics I (Quantitative Methods).
- To develop the abilities to read, understand and criticize articles in the domain of your concentration, as a passive use of your knowledge of quantitative techniques.
- To gain experience in actively performing a quantitative analysis yourself, making use of the (more advanced features of the) tool SPSS.

Description of the course

In Statistics II, we resume the thread of Statistics I: a discussion of the basic tools of inferential statistics: confidence intervals and hypothesis tests (which in turn involved concepts like null and alternative hypotheses, Type I and Type II errors, rejection points and p-values), all these concepts illustrated in the context of the one-sample tests. In this course you will encounter a whole battery of additional tests, enabling you to examine a large array of questions that may come up in social sciences and life sciences.

In the first weeks, we discuss a.o. the two-sample t-test (allowing you to compare the mean of a quantitative variable between two populations), ANOVA (dito, for more than two populations), the paired-sample t-test and the chi-square test (allowing you to establish relationships between qualitative variables, using contingency tables). But the main dish of the course is obviously regression analysis, a very flexible technique which allows you to relate a dependent variable to a number of independent or explanatory variables. The course finishes with an optional topic: factor analysis, a technique to find patterns in data when theory is weak.

Part of your time is devoted to the student project, in which you perform an extended empirical analysis in SPSS. The project measures your active mastery of statistical data analysis. In the final exam your passive mastery will be assessed. The exam will consists of pieces of statistical analyses, with the student having to interpret and criticize the outcomes of these analyses. Both the project and exam focus on your ability to apply statistics in relevant areas, beyond 'knowing statistics'.

Literature

- De Veaux, R.D., Velleman, P.F., & Bock, D.E. (2012). *Stats: Data and Models, International Edition, 3/E.* Addison-Wesley. 0-321-75372-0.

Instructional format

Besides the lecture, there are two weekly group meetings, of different kind. One group meeting will take place in the computer room, and is dedicated to taking quizzes, practicing with SPSS, and working on the project. The other group sessions is a standard tutorial group session, filled with problemS and discussion tasks.

Examination

Final exam, three computerized quizzes, and the final essay for the student project. Exam and quizzes are of 'open book' type.

SSC3019 - Human Reasoning and Cognition

Course coordinator

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Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences & Sciences

NB: This course was formerly known as SSC3010 Human Reasoning and Decision Making. This course can be used for both the Social Sciences and Sciences concentration.

Prerequisites

SSC1005 Introduction to Psychology or SCI2036 Artificial Intelligence and at least two 200-level courses.

Recommended

SSC 2062 Foundations of Cogitive Psychology.

Objectives

- To help students acquire knowledge of recent (psychological) theories in the field of reasoning, decision making and cognition.
- To provide an insight into the role of cognitive processes; various forms of human reasoning, decision making, problem solving, creativity, etc.
- To further explore one or more of the topics (chosen by the student) in the psychology of thought and decision making in more detail via the (fictional) interview paper.

Description of the course

The present course is concerned with theoretical (psychological) and empirical perspectives on human reasoning and decision making. Reasoning involves making deductive or inductive inferences and judging them according to current goals, beliefs and knowledge. Decision making refers to choosing between alternatives (e.g. different mental models). Both topics are of central importance to humans and even though some seem to reason better than others or their decisions seem more sound, thinking remains an important and for some uniquely human feature. Studying humans thought (both reasoning and decision making) belongs to the field of Cognitive Psychology. Like most topics studied by psychologists, both reasoning and decision making include a wide range of explanatory models that emphasize different aspects of human thought.

Eleven topics of the (cognitive) psychology of reasoning and decision making are discussed using a Problem Based Learning format. The topics are: (hypothetical) reasoning, the mental imagery-debate, the psychology of decision making, Signal Detection Theory and vigilance, emotions and reasoning, emotions and decision making (the Somatic Marker hypothesis), subliminal perception, deductive and inductive reasoning (heuristics and biases) and socio-economical decision making (pro-social behavior: risk and trust).

Literature

- Chapters of several basic cognitive psychology books are made available as e-reader or hardcopy.
- E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

Assesment is based on an exam and an (fictional interview) paper**.**

SSC3023 - Philosophy of Mind

Course coordinator

Rob de Vries (MA), Faculty of Humanities and Sciences, University College Maastricht, R.devries@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences & Humanities

NB: This course can be used for both the Social Sciences and Humanities concentration.

Prerequisites

COR1002 Philosophy of Science and at least one 200-level course from either Humanities, Social Sciences or Sciences.

Objective

- To acquaint students with current ideas, philosophical arguments and empirical evidence on the nature of mind and the relationship between mind and body. We focus on modern cognitive and neuropsychological theories in the area of consciousness. Philosophical reflection on the caveats and problems associated with the notion of consciousness will be stimulated.

Description of the course

The mind-body problem is a legacy from the scientific revolution which started in the 16th century and reached its culmination point with Newtonian physics. Starting with Galileo's and Descartes' formulation of this problem we will discuss different philosophical positions in a more in-depth fashion. In the behavioral- and neurosciences these problems transform into questions about consciousness, conscious experience, and conscious perception. Those topics disappeared from science with the rise of behaviorism in the early twentieth century. But now they are back in the behavioral- and neurosciences again. Only over the past few decades consciousness has reappeared in cognitive science and neuropsychology.

We will start this course with some philosophy, then we will scrutinize modern day sciences, especially cognitive science and neuroscience for ideas on mind and consciousness. At the end of the course we will go back to philosophy and we will ask ourselves whether all this empirical knowledge from psychology and neuroscience has brought us further in unraveling the brain-consciousness- (or mind-body) problem.

Suggested Literature

Searle, J.R. (2004). *Mind: A brief Introduction*. Oxford University Press, Oxford.
Papineau, David: Introducing Consciousness (Comic Book)

Literature

- E-Readers.

Instructional format

Tutorial group meetings and lectures.

Examination

Assesment is based on an exam and a paper.

SSC3030 - European Institutions

Course coordinator
To be announced, Faculty of Law, International and European Law,

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

Prerequisites
SSC1007 Introduction to Law and at least one of the following courses: SSC2060 Comparative Constitutional Law (SSC2012 Comparative Government) or SSC2024 International Law.

Objectives
At the end of the course, students should have acquired adequate knowledge, practical skills and a critical understanding with respect to the following:

- The role and significance of law in the European integration process.
- The legal foundations of the European Union (EU) (as set out in the Treaties).
- The institutions of the EU, their historical evolution and the horizontal relationship between them (as reflected in decision-making procedures).
- The vertical relationship between the EU and the Member States (including the principles of supremacy, legality, subsidiarity, proportionality and loyalty).
- The implementation and enforcement mechanisms of EU law (infringement proceedings, enforcement through national courts, review of EU action).
- The position of the individual as a holder of fundamental rights and a citizen of the Union.

In addition, throughout the course the students should have become familiar with legal thinking and legal reasoning, and should in particular be able to:

- Find legal instruments in paper or electronic format.
- Keep abreast of legal developments.
- Read a legal document and extract the relevant information from it.
- Put together a legal argument on a basic issue of EU law.
    - Use EU law to give an opinion on a simple problem.

Description of the course
This course focuses on the institutions involved in the European integration process, i.e. the institutions of the European Union (as created pursuant to the Treaties and secondary legislation).

At the same time, this course provides an opportunity for students to be exposed to legal thinking. Law is central to the process of European integration, and it plays a greater role in European affairs than it does at national or international level. It is accordingly essential for students to become familiar with the ways of legal thought and legal reasoning, if they want to understand fully the European integration process, and European matters more generally.

Literature

- A copy of the EU Treaty and of the Treaty on the Functioning of the EU. These can be downloaded from http://eur-lex.europa.eu/en/treaties/index.htm or they can be found in Foster (ed.), Blackstone's EU Treaties and Legislation (last edition).

Instructional format
Tutorial group meetings and lectures.

Examination
Written assignments and a final written exam of case studies and essay questions. One of the written assignments will count as one exam question.

This course is a prerequisite for the following course(s)

- SSC3002 European Foreign Policy

SSC3032 - Atrocity Triangle: Perpetrators, Victims and Bystanders; A course on the Causes of Gross Human Rights Violations

Course coordinator
R. Moerland, Faculty of Law, Department of Criminal Law and Criminology,
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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

Prerequisites
Two 200-level courses in the Social Sciences or Humanities.

Objectives
- To deal with the different causes of gross human rights violations and the linkage between gross human rights violations and violent conflicts in the world.
- To view the world through the eyes of the perpetrators as well as the bystanders by focusing on their roles and possibilities.
- To examine the causes of human rights violations on individual, sub-national, national and international levels from the perspective of different disciplines (social psychology, sociology, history, international relations, international law and psychology).

Description of the course
This course deals with the causes of gross human rights violations and the linkage between gross human rights violations and violent conflicts in the world. The atrocity triangle focuses on three actors, namely: the perpetrator, the victim, and the bystander.

In the second part the central role of the perpetrator is studied whereas in the third part the focus is on the bystander. In all meetings the relationship between the three actors including their impact on the other will be discussed. We will start with the forms, functions and effects of political violence and the concept of torture in particular. In this context we will watch several documentaries which raise the question whether or not everybody can be trained to become a torturer. In order to answer this question we will discuss Milgram's experiment on obedience to authority and various other social-psychological mechanisms that make people commit atrocious crimes once they are demanded to do so. We will furthermore have a discussion on several compulsive and determinative features of the environment surrounding perpetrators of gross human rights violations. Special attention will be given to the Holocaust as an illustration of how with the help of a bureaucratic system genocide can be planned, organized and carried out.

After the Holocaust we will focus on the genocide in Rwanda (1994) and continue with the subsequent genocides in Srebrenica (1995) and Darfur (since 2003).
In the third part the role of bystanders in international politics at the macro-level of both states and international organizations in the field of human rights will be discussed. We will give special attention to the role of the UN Security Council when it was confronted with gross human rights violations. We will further explore the possibilities of international intervention in the past and now. The failure to prevent Genocide in Rwanda, Srebrenica and Darfur will be studied. Military intervention and other means such as economic sanctions and their effectiveness as a reaction to early warnings will be dealt with as well.

At the end of this course we will deal with the aftermath of gross human rights violations: policing of the past on human rights abuses by previous regimes.
Although the analysis takes the cases of the Holocaust, Rwanda, Srebrenica and Darfur as leading cases, more contemporary conflicts, such as, in Syria, Congo, and the Central African Republic will also receive attention.

This course focuses predominantly on the role of the perpetrator and the bystander. The role of the victim will be addressed during the course *Cultural Criminology and Transitional Justice* (SSC 3052) which will be taught during the spring semester in period 5.

Literature
- Smeulers, A. and Grünfeld, F. (2011). *International crimes and other Gross Human Rights Violations.* Brill/Nijhoff.
- E-Readers.

Instructional format
Tutorial group meetings, compulsory lectures and screening of documentaries.

Examination
A midterm take homeexam with open-ended essay questions and a final take-home exam consisting of a paper.

SSC3033 - Economic Psychology

Course coordinator

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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

Prerequisites

SSC2061 Statistics I (SSC1026 Quantitative Methods) and SSC1027 Principles of Economics.

Recommended

SSC2048 Intermediate Microeconomics.

Objective

- To familiarize students with basic concepts, theories and insights of the economic psychology of judgments, decision-making, and well-being.

Description of the course

Increasingly, economists are discovering psychology as a means to enrich their models of economic behaviour and well-being and to give them a better foundation. The importance of this is illustrated by the fact that the Nobel prize winner in economics in 2002 was the distinguished psychologist Daniel Kahneman. He characterizes his research as a quest for the 'logic of the irrational'. Adam Smith already recognized that economic behaviour , just like other behaviour, is motivated by an intriguing blend of 'rational' considerations and 'irrational' sentiments. The great challenge is to investigate the implications of the latter motives for economics.

This course aims to give an intensive introduction into this field. In the first nine sessions of the course the psychology and behavioural economics of judgment and decision-making are dealt with. Basic principles of rationality are compared with actual behaviour in making decisions. Also, a link is made to the emerging field of neuroeconomics. Next, students are introduced into the psychological and economic research on subjective well-being (happiness) and its socio-economic determinants (especially income). The importance of this research for economics and its policy implications will be highlighted. Students should realize that this course is not easy and that its material also includes some mathematical derivations.

Literature

- Hastie, R., & Dawes, R.M. (2010). *Rational Choice in an Uncertain World: The Psychology of Judgment and Decision Making.* 2nd ed., London: Sage Publications.
- Articles and chapters from books.

Instructional format

Tutorial group meetings with presentations by students and two survey lectures together with SBE students in an identical parallel course.

Examination

The final grade will be based on a final written exam with open-ended questions, presentation(s) and participation. Each student gives one or two presentations on one/two of the subjects.

SSC3036 - American Foreign Policy

Course coordinator
Dr. R. Haar, Faculty of Humanities and Sciences, University College Maastricht,
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Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

Prerequisites
SSC1006 International Relations or SSC1025 Introduction to Political Science and at least one 200-level Social Sciences course.

Objective

- To understand the history, the political process in which policy is made and the policy content of American foreign policy.

Description of the course
Everyone appears to have an opinion on American foreign policy, however, often such opinions are based on emotion or rhetoric. This course does not want students to be less critical of the United States, rather it strives to inform and educate students on the history, process and source of American foreign policy, so that opinions are based on a sound footing.

The course is divided into four sections. The first section will focus on the field of foreign policy analysis as a subfield in International Relations. An overview of the various analytical perspectives on US foreign policy will be covered. This first section will also consider the importance of examining American foreign policy in today's world. Section two will concentrate on the history of US foreign policy, covering such events as the Age of Imperialism, World War I, the interwar years, World War II, the Cold War, the Post-Cold War world, September 11 and ending with recent world events, such as the Iraq War and the Global War on Terror. Part three will examine the politics and the policy-making process of American foreign policy. Topics for discussion in this section will include the institutions involved in the policy making process, such as the President, various bureaucracies like the State Department, the Department of Defense and the CIA, plus Congress and the Courts. This section will also consider the role the American public plays in the process of making US foreign policy. The final part of this course will study the instruments used to implement American Foreign Policy. This section will include a discussion of America's use of open or diplomatic instruments, secret instruments, economic instruments and also its military instruments. This section will end with an assignment that discusses the future of American Foreign Policy.

Literature

- Hastedt, Glenn P. (2013). *American Foreign Policy*. 9th edition. Upper Saddle River, NJ: Pearson.
- E-Readers.

Instructional format
Tutorial group meetings and lectures.

Examination
A final exam (consisting of multiple choice questions, true and false questions and essay questions) and a research paper.

SSC3038 - Contemporary Sociological Theory

Course coordinator

Dr. U. Müller, Faculty of Humanities and Sciences, University College Maastricht, ulrike.mueller@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	4	5	Social Sciences

Prerequisites

One of the following courses: SSC1003 Theories of Social Order (SSC1001 Macro Sociology), SSC2028 Classical Sociology, SSC 2059 Social Movements, HUM1003 Cultural Studies I, HUM2031 Cultural Studies II, HUM 2014 Philosophers of the 20th Century.

Recommended

SSC2028 Classical Sociology

Objectives

- To familiarize students with theories in contemporary sociology and give them the necessary skills to analyze, use, and criticize those theories.
- To discuss what a theory is, how we can theorize, and how theories can illuminate real social problems or issues.

Description of the course

"Many people, ordinary ones and scientists alike, hate theory. Yet they could not live without it. When all is said and done, theory is the more or less disciplined talk by which people make what sense they can of their social worlds" (Charles Lemert in *The Blackwell Companion To Major Classical Social Theorists* (2003), p. 267). This course is part two of a sequence tracing back through the historical development of sociological theory (the first part being Classical Sociology). Whereas in Classical Sociology we focused on sociological theory up until the 1930s, in this course we will be dealing mainly, but not exclusively, with social theory that has emerged from the 1960s onward. During this time, the historical context started to change in important ways, since it brought about an inclusion of new voices from the Global South, the beginnings of the greatest phase so far of the women's movement, and a variety of other social movements from environment to gay rights. The 1960s pushed sociological theorists to focus more on processes of social change, on social inequality and processes of marginalization and exploitation that shape it, power relations and social movements that contest them, and on cultural and other differences among individuals and groups.

In the first portion of the course, you will be introduced to four major theoretical schools of thought in modern sociology. They are: functionalism, the Frankfurt School, Structuralism, and Interactionism. We will discuss these traditions on the basis of a well founded and accessible text called *Understanding Modern Sociology* which comes out of the UK. The text includes a comprehensive representation of European and US-American sociological theory. This first part of the course will be enhanced by reading original works by Herbert Marcuse, Howard Becker, Nancy Chodorow and Michel Foucault. Reading original theoretical material is important since students are then given the opportunity to form their own opinion about what the theorists are saying. Reading original works, of course, can be a very difficult and challenging, but also elating task.

In the second part of the course we will continue the work of reading original theoretical texts by focusing on more alternative ways of theorizing about the social world. We will be reading works by Patricia Hill Collins, an African-American standpoint theorist, Pierre Bourdieu, a French sociologist, and Edward Said and Franz Fanon, two thinkers who are classified as post-colonial theorists.

Some of the questions we will be dealing with in this course include: How can we make sense of the social world? How does capitalism impact our social reality? How is social reality constructed? What causes social change? What is the link between agency and structure? How is knowledge produced and by whom?

Literature

- Calhoun, C., et al. (2002). *Contemporary Sociological Theory.* Malden: Blackwell Publishing.
- Sharrock, W.W., et al. (2003). *Understanding Modern Sociology.* London: Sage Publications.

Instructional format

Tutorial group meetings and lectures.

Examination

One take-home exam including one or two essay questions. Your performance as a discussion leader will comprise at least twenty percent of your final grade.

SSC3040 - Identities

Course coordinator

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Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences & Humanities

NB: This course can be used for both the Social Sciences and Humanities concentration.

Prerequisites

At least two of the following courses: SSC1003 Theories of Social Order (SSC1001 Macro Sociology), HUM1003 Cultural Studies I, SSC 2041 Religion and Modern Society: Key Theories and Concepts, SSC2028 Classical Sociology, SSC2059 Social Movements, HUM2031 Cultural Studies II, HUM2018 Cultural Diversity in a Global Perspective, HUM2003 The Making of Crucial Differences, HUM 2014 Philosophers of the 20th Century, HUM2056 Cultural Remembrances.

Objectives

- To learn how different categories of social identities operate as categories of socio-structural inequality.
- To discuss perspectives on race, ethnicity, class, gender and national identities in order to get a better understanding of what they are and how they are conceptualized theoretically.
- To learn about and reflect on how you yourself, your thinking and your way of being is affected by these relations of oppression and domination in everyday life.

Description of the course

Identity is about one's sense of self, it is about personhood, and it is about what kind of person one is. Identities always involve both sameness and difference. Thus, if you are Dutch, you are like other Dutch people and different from the non-Dutch. There is a tendency to see identities as being fixed or given. Sociologists, however, argue that identities are fluid and changeable and that we can acquire new ones.

In this course we will explore theoretical texts on the historical, cultural and political construction of social identities. We will focus on class, gender, race, ethnicity and nationality as historically specific, structured relations of oppression and exploitation examining their existence and interaction. Discussions and analyses will be based on how social identities work as overlapping categories of both inclusion and exclusion and how they are used to divide, rank, and discriminate.

Some of the questions to be addressed are: What are the main levels of analysis within which we can explore the interplay between these exploitative and oppressive relations? What are their theoretical, cultural, ideological and political implications?

The course is designed for students who have a serious interest in the topic and who are open to critically evaluate and understand their own participation within structures of domination and oppression. We will examine and interrogate how heterosexuality, whiteness and class privilege, for instance, function in such a way as to keep systems of oppression intact and discuss how to participate in the struggles against identity-based forms of domination.

Literature

- Alcoff, L.M., & Medieta, E. (2003). *Identities: Race, Class, Gender, and Nationality.*

Instructional format

Group discussions, lectures and films.

Examination

One take-home exam including one or two essay questions and one self-reflective essay. Your performance as a discussion leader will comprise ten percent of your final grade.

SSC3044 - Culture, Politics and Society in Contemporary Asia

Course coordinators
Prof. dr. T. van Veen, School of Business and Economics, Economics,
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Dr. N. Kwanjai, School of Business and Economics, Economics,
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Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

Prerequisite
None.
However, strong academic discipline and high study motivation are strongly advised, as this course is challenging with regard to both intellectual content and academic conduct. Students are expected to have achieved an intermediate academic level of maturity and be willing and able to follow rigorous readings and other assignments on a weekly basis. Thus, unless students are willing to work hard, you will not benefit fully from this course.

Recommended
COR1003 Contemporary World History and/or SSC1003 Theories of Social Order (SSC1001 Macro Sociology).

Objective
- To understand economic issues in contemporary Asian societies in their social, cultural and political context.

Description of the course
This course focuses on the integration and synthesis of culture, economics and politics in the Asian societies to increase an understanding of the region, in its contemporary socio-political and cultural setting. This course will transcend the borders of academic disciplines and domains and deals with topics such as:
- Cultural influences on work and social lives in Asian societies;
- Asian societies: debate on its development, characteristics and global implications;
- Asian political traditions and international relations;
- Asian economic development and regional integration efforts;
- Asian societies in the global context: debate, implications and trends.

These issues will be discussed alternately in lectures and seminars. The course is in particular of interest for students who consider doing business/an exchange/master program in Asia.

Literature
- The course literature comprises a collection of academic journal articles and book chapters.
- In addition, students will be required to work in a small team on a course papers on relevant topics of their choices for which extensive literature review on the topics must be conducted.

Instructional format
Tutorial group meetings and lectures.

Examination
Your individual evaluation consists of two grades: 1) for PPP: Presence, Paper (i.e. presentation and defence of your paper) and your Participation in the various discussions; and 2) the other grade is for your examination. The final mark is a weighted average of the two grades. However, there is one important restriction: both the mark for your PPP and the mark for the exam must be at least 5.5.

Presence is required for at least 80% of the lecture sessions and at least 80% of the PBL sessions. If your presence is insufficient, you will be given an extra assignment. Note further that you are only allowed to do the exam when you have completed the team paper. The grade for the PPP and/or exam will be valid for one year.

SSC3045 - Management & Organization of Asian Enterprises

Course coordinators
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Dr. N. Kwanjai, School of Business and Economics, Economics,
n.kwanjai@maastrichtuniversity.nl
In cooperation with Prof. dr. J. Stam, Erasmus University Rotterdam/Twente University

Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

Prerequisite
None.
However, strong academic discipline and high study motivation are strongly advised, as this course is challenging with regard to both intellectual content and academic conduct. Students are expected to have achieved an intermediate academic level of maturity and be willing and able to follow rigorous readings and other assignments on a weekly basis. Thus, unless students are willing to work hard, you will not benefit fully from this course.

Recommended
SSC2008 Organization Theory and/or SSC2036 Introduction to Business Administration.

Objective
- This course aims to introduce students to Asian management systems and specific issues and implications that are pertinent to the management of Asian firms or firms located in or dealing with Asian businesses.

Description of the course
This course will focus on the Asian enterprise and its setting. Issues and topics for analysis are:
- Business system and management process
- Interlinkages with external environment
- Leadership & HRM (human resource management)
- Production & innovation management
- Internationalization (operating abroad)
- Quality management
- IPR (intellectual property right)
- CSR (corporate social responsibility)
- Management of technology.
- International competition and cooperation.
- FDI (foreign direct investment) & technology transfer.

These issues will be dealt with from a comparative perspective and discussed alternately in lectures and seminars. The Asian countries to be investigated include China, Korea, Japan, India and selected countries from the South-East Asian region. The course is in particular of interest for students who consider doing business/an exchange/master program in Asia.

Literature
The main text book for the course will be:
- Hasegawa, Harukiyo and Carlos Noronha, editors (2009*), Asian Business and Management: Theory, Practice and Perspectives*, Palgrave Macmillan.
- A collection of academic journal articles will also constitute additional readings – to be announced.

In addition, students will be required to work in a small team on a course papers on relevant topics of their choices for which extensive literature review on the topics must be conducted.

Instructional format
Tutorial group meeting and lectures.

Examination
Your individual evaluation consists of two grades: 1) for PPP: Presence, Paper (i.e. presentation and defence of your team paper) and your Participation in the various discussions; and 2) the other grade is for your examination. The final mark is a weighted average of the two grades. However, there is one important restriction: both the mark for your PPP and the mark for the exam must be at least 5.5.

Presence is required for at least 80% of the lecture/panel discussion sessions and at least 80% of the PBL sessions. If your presence is insufficient, you will be given an extra assignment. Note further that you are only allowed to do the exam when you have completed the team paper. The grade for the PPP and/or exam will be valid for one year.

SSC3047 - Development & Poverty in the 21st Century

Coordinator
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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences & Humanities

NB: This course can be used for both the Social Sciences and Humanities concentration.

Prerequisite
SSC2046 Globalization and Inequality or SCI1016 Sustainable Development.

Objectives
After completion of this course students have acquired knowledge about the impact of urbanization on the interrelationship of development and poverty in an increasingly globalized world, in particular:

- How relations of globalization and (urban) poverty have been and can be conceptualized. What are the drivers in processes of urbanization and slum formation.
- Why we are increasingly witnessing the emergence of 'megacities' and what the consequences are in terms of urban planning.
- What challenges and opportunities cities encounter in terms of multi-cultural identities, spaces and processes of transnationalism.
- What ecological challenges and opportunities urban slums face.
- Ways in which (urban) poverty impacts on precarity and the 'use' of human bodies.
- How processes of urbanization provide both major environmental challenges and opportunities.
- How major global crises (financial, climate, migration) are interlocking and expressing themselves in the major urban centers.

Description of the course
Since 2008 more than half of the world population lives in urban areas, according to the United Nations Populations Fund. Of particular concern is the fact that over a billion people now live in informal settlements or slums, where poverty and precarity are highly concentrated. Nevertheless, people continue to migrate to cities, and mainly informal settlements continue to accommodate them. Despite their proneness to disaster, disease, violence and cultural tensions, they also appear to be focal points of vitality, opportunity and new initiatives.

Modern urban growth and development has been inexorably entwined with the globalization of economy and the agro-industrial industries. But who are the winners and the losers in these processes of global change? As the world is experiencing a series of interlocked crises – the financial crisis, the food crisis, the population crisis, the climate crisis, the energy crisis – this course aims to examine the way in which these crises impact urban centres. 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

Literature

- Relevant academic articles, reports, book chapters and websites.

Instructional format
Tutorial group meetings, group work and lectures.

Examination
Composition of a Megacity file, presentation and a take-home exam.

SSC3049 - Human Rights

Course coordinators

Prof. dr. F. Coomans, Faculty of Law, International and European Law, International Relations, fons.coomans@maastrichtuniversity.nl
Prof. dr. J.C.M. Willems, Faculty of Law, International and European Law, j.willems@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall	1	5	Social Sciences

Prerequisite

SSC2024 International Law.

Objective

- To provide a substantial introduction to international (universal and regional) human rights norms and institutions in human rights treaties and related documents.

Description of the course

In this course we look at human rights from the inside: the obligations of states to uphold universal standards and the mechanisms in place to transform national injustices into international concerns giving rise to recommendations (but hardly sanctions) to governments, and accountability tools to civil society. These obligations and mechanisms have been created after 1948 when the Universal Declaration of Human Rights was adopted by the United Nations. Human rights are a universal language intended to end discrimination and violence, reduce human suffering and promote human development. Much has been achieved, in only a few decades, in international law. But even more needs to be done in the national practice of states, in our own and other countries, through the concerted efforts of all of us as responsible members of a global community and its human rights instruments.

The group sessions in this course are devoted to problem based tasks and discussion of assignments. Subjects to be discussed include universality and other key concepts, categories of rights, non-state actors, several vulnerable groups, and all kinds of mechanisms, institutions, committees and courts.

Literature

- Ghandhi, Sandy (ed.), *International Human Rights Documents*. Oxford: OUP (last edition)
- Moeckli, Daniel, *et al.* (eds.), *International Human Rights Law*. Oxford: OUP (last Edition).

Instructional format

Tutorial group meetings and lectures.

Examination

A midterm and final exam (open questions).

SSC3050 - Foreign Policymaking

Course coordinator

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Semester	Period	ECTS	Concentration
Fall	2	5	Social Sciences

Prerequisite

SSC1006 International Relations.

Objective

- To deal with foreign policy-making, foreign policy outputs and the implementation of different foreign policies in international politics by using theoretical frameforks and practical analyses.

Description of the course

The course starts with the analysis of International Relations theories and their applicability in foreign policy decision-making. Main IR theories will be re-visited. The course deals with the actors, structures and analyses of foreign policy, rational and psychological models, implementation of foreign policy making, the role of media and public opinion, the importance of national security and economic issues and the effect of the duties beyond borders.

In the course, students will discuss case-studies extensively. In each meeting, the theoretical chapter will be combined and applied to a concrete case-study. Students will analyse world affairs not only from the view point of the decision-makers, but also media, public opinion and third parties.

Literature

- Steve Smith, Amelia Hadfield and Tim Dunne, (2012). *Foreign Policy: Theories, Actors, Cases, Oxford University Press,* ISBN 978-0-19-959623-2.
- E-Readers.

Instructional format

Tutorial group meetings.

Examination

During the course, students will submit reports on the literature, theories and cases of the meetings. Each report will be analytical and will reflect the application of the relevant literature. Final examination will be a paper on a topic students choose and approved by the tutor.

SSC3051 - Contemporary Security Studies

Course coordinators

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Semester	Period	ECTS	Core
Spring	5	5	Social Sciences

Prerequisite

SSC1006 International Relations.

Objectives

- To illuminate the main theoretical assumptions of the several approaches of Security Studies by placing the main focus on the more contemporary and critical ones.
- To explore the ways how contemporary or critical Security Studies challenge traditional security studies.
- To discuss in what ways contemporary security approaches compare and contrast with each other.
- To emphasize the empirical application and practical use of such approaches by discussing each approach with a relevant case study.

Description of the course

Security Studies during the Cold War was a rather limited and narrow sub-field of International Relations mainly focusing on state security and defining threat only in military terms. By the end of the Cold War period, new schools of thought have emerged in the field of Security Studies in parallel with the emergence of new kinds of threats against human well-being and security. Today, Contemporary Security Studies represents a large group of scholars, schools, approaches and understandings.

This course deals with a number of these schools and approaches. It starts with an introduction to the conventional security (Realism and Liberalism) and explains why these approaches are found unsatisfactory by the academic community at the beginning of the 1990s. Then it explains various theoretical positions from constructivism to Feminism (gender security), Green Theory (environmental security) and Post-Colonialism (security from non-Western perspectives). Then it introduces contemporary concepts like 'Securitisation' which is developed by the Copenhagen school. Another relevant contemporary approach is called 'Human Security,' and the course explains the development of this concept. In general, the course aims at giving an idea to the students of International Relations how Security Studies has developed as a separate sub-field of International Relations, which was the biggest contribution of the Wales or Aberystwyth schools.

The course also discusses several contemporary issues to give a broader understanding to the students of the application of theories and approaches (such as poverty, migration, Responsibility to Protect, Humanitarian Intervention, War Against Terror so on).

Literature

- Columba Peoples and Nick Vaughan-Williams (2010*), Critical Security Studies: An Introduction*, Routledge.
- E-Readers.

Instructional format

Tutorial group meetings and lectures. Attendance is compulsory.

Examination

Students have to submit short reports during the course and a final paper at the end. Reports should be connected to the theories dealt with in this course. In addition to this, class participation will be taken into account in the grading.

SSC3052 - Cultural Criminology and Transitional Justice

Course coordinator
R. Moerland, Faculty of Law, Department of Criminal Law and Criminology,
roland.moerland@maastrichtuniversity.nl
H. Nelen, Faculty of Law, Criminal Law and Criminology
hans.nelen@maastrichtuniversity.nl

Semester	Period	ECTS	Core
Spring	5	5	Social Sciences

Prerequisites
Courses in law or sociology or political science or international relations or psychology or history and at least two 200 level courses in Social Sciences.

Objectives
- Introduction to the criminological study of international crimes, with a focus on cultural criminological theories and insights that are particularly relevant to understanding international crimes and other gross human rights violations. The important role that language plays in conflict and international crime is especially highlighted.
- An understanding of transitional justice and how to deal with grave historical injustices from the past. Although the course addresses the roles of many different actors, the role of the victim will receive specific and more substantial attention.
- An overview of different instruments for transitional justice such as apologies, commemoration, truth telling, impunity, compensation, restoration, international and regional criminal tribunals, etc.

Description of the course
The first part of the course invites students to study international crimes from a cultural criminological perspective. Central to this approach is the insight that violent conflict and crime are made into what they are by all those involved. Crime is thus not simply a given, it is made into what it is before, during, and after it has occurred by stakeholders such as bystanders, perpetrators, and victims who all engage in an dynamic interactional process through which crime is socially constructed.
For many people the crime of genocide is a given, but like other crimes its definition is the outcome of a dynamic process that was influenced by many complicating factors. Criminological labelling theory raises the question whether certain actions are inherently criminal or is crime a label that we apply to behavior that we for some reasons find problematic. We will address these questions and look into how international crimes are constructed and renegotiated in academic, legal, political and public discourse.
The next part will focus on what in criminological literature is referred to as motivational accounting. We will look into how those involved in conflict and crime use neutralizing and rationalizing narrative accounts to make sense of their actions.
The second part of the course will start with an elaboration of the term “transitional justice” by using the main concepts of restorative and retributive justice. We will address several transitional justice mechanisms and in this analysis we will predominantly focus on the perspectives of the victims. Victims (and survivors) are not only a group, but also individual human beings and their wishes and interests in the aftermath of large scale conflict can be very diverse and even contradict the wishes of other victims or the group as such. What are their interests and what are their views on transitional justice including possibilities of remedy and reparation?
In discussing the mechanisms of transitional justice, attention is paid to the following mechanisms: apologies, commemoration, truth telling, impunity, compensation, restoration, international and regional criminal tribunals, etc. The course will be concluded with a discussion of these various justice mechanisms and their potential to contribution to sustainable peace.
In this course cases play an important role and throughout the course a wide variety of cases will be addressed including Rwanda, Peru, Cambodia, Burundi, Darfur, Bosnia, East Timor, Iraq, Syria, Congo, Central African Republic, etc.

Literature
- E-readers.

Instructional format
Tutorial group meetings, compulsory lectures and screening of documentaries.

Examination
A midterm take-home exam with open-ended essay questions and a final take-home exam consisting of a paper.

SSC3053 - Corporate Finance: Behavioural Foundations

Course coordinator

Dr. P. Smeets, School of Business and Economics, Finance,
pm.smeets@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Spring	5	5	Social Sciences

Prerequisite

SSC1027 Principles of economics, SSC2022 Accounting and accountability or SSC2036 Introduction to Business Administration.

Objectives

- To give a broad overview of the field of corporate finance by combining insights from economics, business and psychology.
- To learn about the economics of shareholder maximization and the risk-return relation.
- To learn about the psychological decision making biases of managers and individual investors.
- To show the influence of social values and corporate social responsibility on investment decisions.

Description of the course

Today's business environment is more complicated than ever. This is illustrated by the recent financial crises and topics like climate change that increasingly affect corporate decision making. Corporate finance deals with the financing and investment decisions made by the management of companies in the pursuit of shareholder wealth maximization. The course gives a broad overview of important issues in corporate finance and combines insights from economics, business and psychology. The economic side of corporate finance deals with the maximization of shareholder wealth. To do so managers aim at securing the greatest possible return in exchange for accepting the smallest amount of risk. For instance, a company can finance itself by borrowing money from banks, by issuing bonds or through the stock market. These types of decisions influence the expected return and risk of the company.

Traditional economics assumes that managers and investors are rational self-interested people. However, there is a large body of evidence from social psychology and behavioral economics that people often act irrationally and behave pro-socially by taking the social impact of decisions into account. The course also shows how decision making biases influence managers and investors in their financial decisions and how social preferences impact factors such as corporate social responsibility.

The course is largely based on real life cases that we discuss in an interactive manner. Students will debate on topics such as "should CEO bonuses be reduced?" and "is it important for firms to put corporate social responsibility high on their agenda?"

Literature

- Berk, J. and P. DeMarzo, *Corporate Finance* - Pearson International Edition, Latest Edition, Pearson Education, Inc.
- Scientific articles.

Instructional format

Tutorial group meetings and lectures.

Examination

Written assignment, presentations and a final exam.

Skills Training (SKI)

SKI1004 - Research Methods I

Course coordinator

Dr. .J. Moes, Faculty of Humanities and Sciences, University College Maastricht,
jeroen.moes@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall / Spring	2 / 4	2.5	

Prerequisite

None.

Objectives

After taking Research Methods I, you will know about:

- What research is, its philosophical foundations, and what the concepts are by which to evaluate it;
- Formulating a good research question, and matching it to a systematic research design;
- Qualitative, Quantitative and Mixed Methods, and what their respective advantages are;
- How to interpret research outcomes from a wide variety of approaches;
- Basic statistics, sampling strategies, and survey question design; and
- How to work with SPSS and execute basic commands.

Description of the course

Research is "creative work undertaken on a systematic basis in order to increase the stock of knowledge […]". This goal can be achieved in a wide variety of ways. We can count "things", add them up, calculate statistics about them, and get a reliable overview of "things". We can also describe those things in great detail and question why they are the things that they are, and what that means in the context of those things. Which approach is better? The answer is that this depends on what you want to learn about those ''things". In other words, if we want to "increase the stock of knowledge", it partly depends on which knowledge you are interested in increasing (your "puzzle'' and specific questions), and partly also on what you consider 'knowledge' to be in the first place. In Research Methods I, we will address these issues in great detail, and we will go into how a research project can be set up in alignment with the answers to these questions.

Research Methods I (SKI1004), Research Methods II (SKI1005), and the Research Project (PRO1011) form one coherent semester-long block of courses in which you will start from scratch and end with your own finished research project. Along the way, we will discuss a wide variety of research approaches frequently used in the humanities, social sciences, and the sciences. Another goal of this sequence of courses is for UCM as an academic community to further develop its multi/interdisciplinary character, and for students to be able to reflect and comment on each other's work, no matter how diverse that may become in the course of the next three years.

The first component of this three-course block is Research Methods I. Within this block, you will learn the basics of research: about the systematic and logical aspects that are (virtually) universal across research styles, and about the differences that define them. We will develop a common vocabulary to evaluate and talk about research, and we will work on where it all begins: asking the right questions. From there, we will consider the sub-questions and hypotheses that flow from the central research questions, which data (broadly defined) we would need to find answers, and how we can analyze that data.

Literature

- Gray, D. E. (2014). *Doing Research in the Real World (Third ed.)*. London: Sage Publications.

Instructional format

Tutorial group meetings and lectures

Examination

Grades are based on (1) a written assignment due around halfway through the course and (2) a research proposal due at the end of the course period.

This course is a prerequisite for the following course(s):

- SKI1005 Research Methods II
- SKI2065 Quantitative Research Methods
- SKI2085 Ethnography and Qualitative Interviewing I
- PRO1012 Research Project

SKI1005 - Research Methods II

Course coordinator

Dr. J. Moes, Faculty of Humanities and Sciences, University College Maastricht,
jeroen.moes@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall / Spring	2 / 5	2.5	

Prerequisite

SKI1004 Research Methods I.

Objectives

After taking Research Methods II, you will know about:

- Designing a realistic research project;
- Interview techniques and conducting basic qualitative research;
- Designing and executing a basic survey;
- Presenting your ideas in a poster format;
- Basic methods in the sciences, and how a lab works;
- Intermediate statistics, sampling strategies, and an instruction on intermediate commands in SPSS.

Description of the course

Research is “creative work undertaken on a systematic basis in order to increase the stock of knowledge […]” . This goal can be achieved in a wide variety of ways. We can count ‘’things’’, add them up, calculate statistics about them, and get a reliable overview of ‘things’. We can also describe those things in great detail and question why they are the things that they are, and what that means in the context of those things. Which approach is better? The answer is that this depends on what you want to learn about those ‘’things”. In other words, if we want to “increase the stock of knowledge”, it partly depends on which knowledge you are interested in increasing (your “puzzle’’and specific questions), and partly also on what you consider “knowledge” to be in the first place. In Research Methods I, we will address these issues in great detail, and we will go into how a research project can be set up in alignment with the answers to these questions.

Research Methods I (SKI1004), Research Methods II (SKI1005), and the Research Project (PRO1011) form one coherent semester-long block of courses in which you will start from scratch and end with your own finished research project. Along the way, we will discuss a wide variety of research approaches frequently used in the humanities, social sciences, and the sciences. Another goal of this sequence of courses is for UCM as an academic community to further develop its multi/interdisciplinary character, and for students to be able to reflect and comment on each other’s work, no matter how diverse that may become in the course of the next three years.

In Research Methods II, we will build on the foundation laid out in Research Methods I to work towards your own research proposal at the end of this course. Along the way, we will work on designing a research project that is feasible with limited resources in terms of time and money, but more importantly, we will work on some specific skills and techniques that will allow you to actually go out and do research. In the research methods Project in period 3 or 6 you will execute that proposal and finish with a paper presentation about your findings.

Literature

None of the books listed below are mandatory.

- Gray, D. E. (2014). *Doing Research in the Real World* (Third ed.). London: Sage Publications.

Instructional format

Tutorial group meetings and lectures.

Examination

Grades are based on (1) a poster presentation due halfway through the course and (2) a research proposal due at the end of the course period.

This course is a prerequisite for the following course(s):

- SKI2065 Quantitative Research Methods
- SKI2085 Ethnography and Qualitative Interviewing I
- PRO1011 Research Proposal Writing

SKI1008 - Introduction to Academic Skills I

Course coordinator

J. Schell (MSc), Faculty of Humanities and Sciences, University College Maastricht, jenny.schell@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall/Spring	1 / 4	2.5	

This course is not open to exchange students

Prerequisite

None.
Exchange students and students who have successfully completed Basic Study Skills I or Introduction to Academe I cannot register for this course.

Objective

- To acquaint students with the academic skills necessary for university and relevant for future employment, as well as facilitate students' development of these skills through several written assignments and in-class exercises.

Description of the course

The transition from secondary to tertiary education is often experienced as a rather challenging one for students, especially considering the expectations at university with regard to students' academic skills, such as essay writing, critical and analytical thinking, or skills such as argumentation. It is therefore imperative to support and train students right from the start to take on a professional ethos with regard to their university studies and their personal and academic development.

The skills course Introduction to Academic Skills consists of a semester-long program spanning three periods. In this skills course students are encouraged to take their academic development into their own hands. Seminars, practical sessions and (written) assignments will focus on acquainting students with the core academic skills needed to be successful at university. Moreover, the sessions are set up in such a way that students will be able to put their newly acquired skills and insights into practice in the courses that run parallel to this skills course.

Through continuous reflection on their personal learning process in combination with periodical assessment of this process, students will be able to conclude this course with a clear overview of their competencies with regards to general academic skills as well as specific skills such as: academic study skills, research skills, analytical and critical thinking skills, academic writing skills, (time) management and organizational skills.

Successful completion of SKI1008 is essential to be able to register for SKI1009 Introduction to Academic Skills II.

Literature

- Fowler, H. R., & Aaron, J. E. (2011). *The Little Brown Handbook* (12th ed.). New York: Pearson Longman. (Earlier editions can also be used).

Instructional format

Computer training sessions, seminars and tutorial group meetings, during which students will do small group exercises.

Examination

Several written assignments.

This course is a prerequisite for the following course(s):

- SKI1009 Introduction to Academic Skills II
- PRO1010 Introducing Academic Communication: A Writing Project
- PRO2003 Writing Project: "The Journal"

SKI1009 - Introduction to Academic Skills II

Course coordinator

J. Schell (MSc), Faculty of Humanities and Sciences, University College Maastricht, jenny.schell@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall/Spring	2 / 5	2.5	

This course is not open to exchange students

Prerequisite

SKI1008 Introduction to Academic Skills I.

Objective

- To acquaint students with different skills concerning 'Thinking through Writing'. By the end of this skills course students will have practiced several analytical writing skills, and will be ready to embark upon writing a longer academic paper during the project period.

Description of the course

The transition from secondary to tertiary education is often experienced as a rather challenging one for students, especially considering the expectations at university with regard to students' academic skills, such as essay writing, critical and analytical thinking, or skills such as argumentation. It is therefore imperative to support and train students right from the start to take on a professional ethos with regard to their university studies and their personal and academic development.

The second part of the Introduction to Academic Skills series will be less intense with regard to the amount of time spent in class, but will require more 'academic intensity' of the students. Whereas the focus of Introduction to Academic Skills I was on the notion of academia as an institution centered on 'thinking', with critical and analytical thinking and reflection as its most apparent skills, Introduction to Academic Skills II will expand on this academic skill of 'thinking' by examining how one can use writing as a tool to think. The theme or red thread of Introduction to Academic Skills II will therefore be 'Thinking through Writing', focusing on writing as a means to an end rather than an end in itself.

The assignments of Introduction to Academic Skills II will focus on becoming acquainted with, and practice, the (analytical) tools of describing and summarizing, comparing and contrasting, and assessing a theory by applying it to a relevant example. These three analytical tools are inherent to almost all written papers, both in the context of the university but also of academia as a whole. The several assignments will be assessed on their level of compliance with the requirements set for the assignments, as well as English grammar and spelling, style and structure. Tutors will provide extensive feedback to the students with regard to their writing skills in order for students to reflect on and improve their academic writing skills.

Literature

- Fowler, H. R., & Aaron, J. E. (2011). *The Little Brown Handbook* (12th ed.). New York: Pearson Longman. (Earlier editions can also be used).

Instructional format

Tutorial group meetings.

Examination

Written assignments.

This course is a prerequisite for the following course(s):

- PRO1010 Introducing Academic Communication: A Writing Project
- PRO2003 Writing Project: "The Journal"

SKI2000 - Language Trainings

Course coordinator
Maastricht University Language Centre
www.maastrichtuniversity.nl/languages

Semester	Period	ECTS	Skills
Fall/Spring	1 / 2 and 4 / 5	2.5	

Prerequisite
Language trainings are open to all UCM students. Within the UCM curriculum a language course counts as a 200-level skills training. Each student can take up to two language courses or 5.0 ECTS in total.UCM uses a specific registration procedure for language trainings (see below). To determine the level of a course that is suitable to a student's proficiency in the language, the registration procedure includes an intake interview with a teacher of the language in question.

Objective
Please refer to the website of the Language Centre UM www.maastrichtuniversity.nl/languages for further information about the levels and content of the courses.

Description of the courses
Students can choose a language course from the list of courses that are on offer for UCM students as long as it is not English or their native language. It goes without saying that the choice of a certain language course can be related to future plans and the country students select for doing their semester abroad. However, this is not obligatory.

Literature
Most courses use standard text- and workbooks that can be obtained at Polar or Studystore. In some courses materials will be used that the Language Centre UM has developed. Those materials will be handed out to you by your tutor or they will be sent to you by e-mail or EleUM. Further information on the books that need to be obtained can be found at the website
www.maastrichtuniversity.nl/languages

Instructional format
Dutch courses run for 7 weeks (two sessions per week) or 14 weeks (with one session per week). The modern languages courses run for 14 weeks (with one session per week). Please note that the majority of language courses are taught in evenings.

Examination
All language courses will use an assessment procedure to determine whether or not you have passed or failed the course. The test results will be graded on a 10-point scale.

Attendance
Language courses have an attendance requirement of 85%, which means that you are allowed to miss two sessions. If you miss three sessions you must give your tutor a valid reason. The tutor will then decide on the validity of the reason. Only if your reason is held to be valid, you will be given an extra task by the tutor. If you miss four sessions or more you fail the course.

Registration procedure
A list of language courses open to UCM students is printed on the registration form which can be obtained at the Office of Student Affairs and the course registration environment in UCM Students in EleUM.

The registration procedure consists of

- Selecting a training using the special UCM registration form. This form will be distributed with the regular UCM course registration form.
- An intake interview. If necessary the Language Center will send you a request for an intake interview to determine your current proficiency.

On the form, you will find a more detailed description on registration and the deadlines that are applicable. Please read it carefully before registering!

SKI2005 - Back to the Sources

Course coordinator

Dr. P. del Hierro, Faculty of Arts and Social Sciences, History,
pablo.delhierro@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Spring	4	2.5	

Prerequisite

None.

Objectives

- To familiarize students with the most important types of primary sources (esp. on the history of the EU) and the ways to find them (heuristic objective).
- To stimulate a critical and methodical attitude towards sources (critical objective).
- To differentiate between primary and secondary sources.
- To appreciate the importance of primary sources for the study of historical phenomena in general.
- To recognize the different characteristics and pitfalls of the several types of primary sources.

Description of the course

Reading history is not the same as researching it. Researching history means pursuing one's own enquiry into the past, instead of following another historian's argument about it. Above all, researching history implies not relying on 'second-hand' information. Instead, it involves going back to the primary historical sources as much as possible. However, going back to the sources is not as simple and straightforward as it may sound. There are all sorts of difficulties involved, intellectual as well as practical.

This Skills is offering a first introduction to the ways historians deal with these difficulties. During the Skills, students will discuss the information value of several historical sources, especially public political statements, archival records and public opinion sources. The several specific sources that you will discuss during the course will all be related to one specific theme: the origins of the first European Community, the European Coal and Steel Community (ECSC), established in 1952 (and the first that ceased to exist, in 2002). This early episode in the history of European integration is particularly suited for an introduction to historical research because a variety of archival and other primary sources is readily available. It is also an interesting topic because it has led to controversy among historians. What was the role of the leading politicians and officials involved, especially Schuman and Monnet? To what extent did existing idealism about European unity play a role? Or was the initiative to establish the ECSC rather inspired by national self-interest of the states involved?

This Skills will be a useful guide to those students who are keen on doing historical research in the future. But it will also prove to be of value to those with a general interest in history and in the history of the European integration process in particular. By offering knowledge and insights on how the historian works, it will mentally equip them to assess the strong and the weak aspects of the histories they will be reading. This will enable them to inform themselves on specific topics, especially topics concerned with the process of European integration.

Literature

- E-Readers.

Instructional format

Four meetings in which the literature and the written assignments are discussed.

Examination

Written assessment. Three short papers spread over the course.

SKI2007 - Presentation Skills

Course coordinator
To be announced, Faculty of Humanities and Sciences, University College Maastricht,

Semester	Period	ECTS	Skills
Fall/Spring	1 / 4	2.5	

Prerequisites
Students must be familiar with PowerPoint or another type of slideware. A PowerPoint training was offered to all students that participated in Introduction to Academic Skills I and II. Students that did not attend the training should contact the coordinator of SKI2007 Presentation Skills and obtain a copy of the training manual.

Objectives

- To focus on presentation skills for informative presentations of an academic nature.
- To learn how to convey complex information in an interdisciplinary setting
- To learn how to find the right academic approach to presenting a topic requires.
- To improve these skills by practicing different aspects of presenting.

During the training we will pay attention to:

- Preparation: brainstorming, organizing and outlining your presentations.
- Delivery: gestures, attitude and the use of visual aids.
- Content: working out an introduction, body and conclusion for your presentation, employing forms of support like explanations and examples, and setting up main points and subpoints, comparing and contrasting information.
- Structure: using a logical sequence of information.
- Audience: analyzing the audience and adapting to its knowledge, interacting with it and dealing with questions.
- Feedback: providing your peers with constructive feedback as well as receiving and dealing with feedback from your audience.

Description of the course
Students will study and practice different aspects of a presentation. All students will give a number of presentations and discuss their outlines, content and the final delivery with their group members. First, students will give a presentation on a set topic. Then students can decide on their own topics to present, usually within their field of interest. The purpose is to be able to convincingly convey information about a topic you that are knowledgeable about to other people.

Besides giving presentations, an important aspect of this training is giving and receiving constructive feedback. Both the trainer and your fellow students will provide you with feedback and you will be asked to provide feedback several times. Students are to use the feedback to improve their skills. The training will help you to work out future presentations, either at UCM or as part of a future job or master program.

Literature

- E-Readers.

Instructional format
Tutorial group meetings and lecture.

Examination
Graded presentations.

SKI2049 - Argumentation I

Course coordinator

W. Giernalczyk (MA), Faculty of Humanities and Sciences, University College Maastricht, wolfgang.giernalczyk@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall/Spring	1 / 4	2.5	

Prerequisite

None.

Objectives

- To introduce students to the analysis of arguments.
- To provide students with a basic toolkit for identifying underlying structures of different arguments and to enable them to evaluate arguments as they appear in academic life.
- To enable students to present arguments of their own in a cogent and structured fashion.
- Ultimately, completing the skills training should help students to structure papers, exam answers and presentations.

Description of the course

In this skills training we work from two fundamental assumptions regarding arguments:

1. They have a specific structure, which can be made visible and evaluated.
2. The quality of an argument depends on its structure as much as it depends on its content.

In order to "get a grip" on arguments the course is divided into four parts that introduce information and exercises to gradually develop the skill of argument analysis. The first part will serve as an introduction discussing the general characteristics and typology of arguments. Furthermore, in this part students learn how arguments can be standardized and how their structure can be visualized by drawing patterns. The core question this part of the course seeks to answer is: What is the structure of arguments and how can one reveal that structure? This part of the course will also contain an introductory lecture, called "Standardizing Arguments".

In part two an informal but systematic method for evaluating the quality of arguments, the ARG-method, is introduced. By assessing acceptability of premises, relevance of premises with regards to the conclusion they are supposed to support, and the logical connection between premises and the following conclusion, the ARG-method enables us to examine both structure and content of an argument. During this part of the course an introduction to bad arguments, so-called fallacies, is provided as well. A Lecture, "Evaluating Arguments", will accompany this part of the course.

In the third part the knowledge and skills provided in the first two parts will be applied to complete texts, seeking to isolate the arguments they present in a systematic way and evaluate whether or not they are good arguments. Examples in the context of academic discourse and politics will be examined.

Part four moves beyond the analysis of already existing arguments, instead standardization and patterns of arguments, as well as the ARG-method, are used as tools to construct arguments.

Note Students considering enrolling for the skill trainings in argumentation should be aware that the course will not focus on rhetoric and debating skills (although it can be assumed that the analytical skills acquired in this course will be helpful for debates).

Literature

- E-Readers with various articles and chapters on argument analysis and logic.

Instructional format

Assignment-based discussion, supplemented by lectures.

Examination

A midterm assignment asking students to do an analysis of one of their own papers using the techniques of argument analysis and a final assignment in which students compose an argument of their own.

This course is a prerequisite for the following course(s):

- SKI3002 Argumentation II
- PRO3008 Think Tank

SKI2065 - Quantitative Research Methods

Course coordinator

Dr. C. Gabelica, School of Business and Economics, Department of Educational Research & Development,
c.gabelica@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall	1	2.5	

Prerequisites

SKI1004 Research Methods I and SKI1005 Research Methods II.

Objectives

- To be able to carry out a complete empirical study based on a topic of your interest.
- To develop a theoretical framework that guides you in formulating research questions and hypotheses.
- To collect data by using published research instruments.
- To evaluate which data-analysis methods can be used in your research.
- To analyze your data and draw conclusions about your research.
- To present your research to other student researchers.

Description of the course

The course Quantitative Research Methods (SKI2065) builds further on the courses Research Methods I & II. We will train you in preparing your own research, collecting and analyzing data. It is a hands-on skills training that guides you through various stages of the research process. You will learn step-by-step how to formulate research questions, where to find relevant literature, and how to design your research study. The course consists of a series of short practical assignments that make you familiar with various methodological and statistical issues. These assignments serve as preparation for the core task of the course: design your own research in a small research team. We will encourage you to design a small-scale study about questions that are formulated by your student team.

In week 1 you will learn how to build new data sets based on data which were collected with the course-evaluation system of Maastricht University. Week 2 pays attention to different ways of analyzing these data. In addition we will train you in presenting research results: tables & figures. Week 3 covers which issues you need to resolve when designing your own small-scale study: define your theoretical model, develop your (experimental) research design, and decide which measures can be used to collect data. At the same time, you will be trained on how to write short research reports about your research method and results.

From week 4 onwards you will have the opportunity to investigate your own research questions (without restriction) within a small student team. It is up to student teams to decide what they want to research, how to research it, and how to analyze the data you collected. For example, in previous courses students researched the effects of alcohol and narcotics (ab)use on course results; whether use of different news media is related to social-economic class; how student's memory and text recall is affected by visual distractors; or whether being in love has any effect on student achievement. Week 4 and 5 put data collection central. Data analysis is the focus of week 6. In the final part of the course pays students present their research to other students and staff.

Literature

- Nardi, P. M. (2006). *Doing survey research: A guide to quantitative methods*. Boston, MA: Pearson Education, Inc.
- Additional readings may be made available through the class website.

Instructional format

Tutorial group meetings, supporting lectures and, if needed, meetings with the research teams.

Examination

Research reports and a presentation.

SKI2077 - Lab Skills: Cell Biology

Course coordinators
To be announced

Semester	Period	ECTS	Skills
Spring	4	2.5	

Prerequisite
This course is designed to be taken in combination with SCI2037 Cell Biology. Students who wish to take this course should concurrently enroll in SCI2037 Cell Biology or have taken it or SCI2003 Molecular Genetics and Cell Biology.

NB: This course is currently being revised to better fit with SCI2037 Cell Biology. The course description is provisional and will be updated before the spring course registration.

Objective
- To develop laboratory skills in the field of cell biology.

Description
Laboratory skills are essential for students who want to pursue a Life Science oriented master study. In this skills training you will get acquainted with the basic laboratory skills in cell biology. Training involves safety and Good Laboratory Practice and will introduce students in the exciting world of cell biology and cell physiology. From a biochemical and cell biological perspective students will get acquainted with cellular integrity, cellular functionality and metabolism as well as the interactions of cells with their environment. The practical sessions include several laboratory techniques used in cell biology research and histology as well as computer simulations of cellular processes. Research-based learning is the core of the lab skills. Students, in teams of 2, are required to find the theory linked to a practical assignment and to come up with their own protocols. The goal of this set-up is that students learn to think about the background of experiments and the practical execution.

Literature
- Reed, R., Holmes, D., Weyers, J., Jones, A. (2007). *Practical Skills in Biomolecular Sciences*. (3rd ed.). Essex: Pearson Education Limited.
- E-Readers.

Instructional format
An introductory lecture and practical sessions. The practical sessions take place at the laboratories of the Faculty of Medicine, Health and Life Sciences (FMHL) in Randwijck or at Hasselt University in Diepenbeek, Belgium.

Examination
Student evaluation will be based on 1) written protocol proposals (in pairs of two students) for each practical session (5% each), 2) a written lab report (in pairs of two students) on the practical session Isolation Cell Organelles (10%), 3) a written lab report (in pairs of two) on the practical session Electron Transport (35%) and 4) a written exam (35%).

SKI2079 - Lab Skills: Human Anatomy & Histology

Course coordinators
Dr. L. Köhler, Faculty of Health, Medicine and Life Sciences, Anatomy & Embryology, leo.koehler@maastrichtuniversity.nl
Dr. L. Bevers, Faculty of Humanities and Sciences, University College Maastricht, lonneke.bevers@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall	5	2.5	

Prerequisite
This course is designed to be taken in combination with SCI2009 Human Physiology. Students who wish to take this course should concurrently enroll in SCI2009 Human Physiology or have taken it or SCI2008 Homeostatic Principles of Human Physiology before.

Objective
- To gain knowledge and experience in microscopic studies of the histology of blood vessels, tissue types and organs.
- To gain knowledge and experience in macroscopic studies on corpses with regard to the anatomy of thorax and abdomen.
- To gain knowledge and experience in macroscopic studies on human plastinates and models with regard to the anatomy of kidney, lungs and circulatory tract.

Description of the course
The aim of this skills training is to familiarize students with skills and knowledge concerning human anatomy and histology. The histology part entails a practical introduction to virtual microscopy, followed by microscopic studies of the histology of veins and cell types where the computer serves as microscope. Each "virtual microscopy" session start with a short 15-min lecture introducing the topic. During the sessions, students use a handbook (Powerpoint file) with tasks and questions. At the end they of each session students have produced their own booklet complete with annotated histology pictures. The macroscopy part of the course entails an introduction to the autopsy room. Students perform observatory studies on corpses, models and human plastinates guided by a list of tasks and questions, part of which needs to be studied in advance at home.

Literature
- Gartner, L.P. & Hiatt, J.L. (2007). *Color Textbook of Histology*. (3rd ed.). Philadelphia: Elsevier. (UM-Library).
- Junqueira, *Basic histology, a text and atlas.* (13th ed.). Online edition: http://accessmedicine.mhmedical.com/content.aspx?bookid=574&sectionid=42524590
- Kierszenbaum, A. (2001). *Histology and Cell Biology*. (1st ed.). Philadelphia: Mosby. (UM-Library).
- Ross, M.H. & Pawlina, W. (2011) *Histology, a text and atlas*. (6th ed.). Philadelphia, Wolters Kluwer.
- Netter, F. (2006) *Atlas of Human Anatomy*. (4th ed.). Philadelphia: Elsevier. (UM-Library).
- Sobotta, J., Putz, R., Pabst, R., Putz, R., Bedoui, S. (2006). *Atlas of Human Anatomy.* (14th ed.). München: Elsevier. (UM-Library).
- Drake, R.L., Vogl, W., Mitchell, A.W.M., Shaw, A.-M., Gray, H. (2005*). Gray's Anatomy for Students*. Philadelphia: Elsevier. (UM-Library).
- Agur, A.M.R., Dailey, A. F. (2013) *Grant's atlas of anatomy*. (13th ed.) Philadelphia, Wolters Kluwer.
- Practical instruction manuals and short atlasses (E-reader).

Instructional format
Practical assignments and lectures. The practical assignmets take place at the laboratories of the Faculty of Medicine, Health and Life Sciences (FMHL) in Randwijck.

Examination
Student evaluation will be based on 1) four written short-tests after every studied organ (10% each), 2) a written exam at the end of the course (60%), and 3) the student's functioning during the practical sessions (formative).

SKI2083 - Strategy and Negotiation

Course coordinator

Dr. M. Stout, Faculty of Humanities and Sciences, University College Maastricht,
mark.stout@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Spring	5	2.5	

Prerequisite

None.

Objectives

- To provide students with knowledge of the theories relating to strategy and negotiation.
- To train students in negotiation and strategy making.

Students will concentrate on basic strategy and negotiation logic and skills, i.e. the successful pursuit of your aims by understanding the tools and tricks of the trade.

Description of the course

Strategy and negotiation are central to almost every area life. From the seminar room to the boardroom individuals strive to further various interests by persuasion and careful planning. The formulation of strategy is refined by use of a range of analytical tools and these need to be learnt and practised. Much the same can be said for carrying out negotiations. This course aims to make students aware of the importance and relevance of negotiation and strategy and to provide the tools necessary to be effective negotiators.

Literature

- To be announced

Instructional format

Assignment-based discussion. The skills training also contains practical assignments.

Examination

A group simulation grade, an individual contribution to the group position paper and a paper.

SKI2084 - Writing in an Academic Context: Improving Argumentation and Style

Course coordinator

To be announced, Faculty of Humanities and Sciences, University College Maastricht,

Semester	Period	ECTS	Skills
Fall/Spring	2 / 5	2.5	

Prerequisite

None.

Objectives

- To improve your knowledge of argument and style.
- To develop an understanding of the ways in which style and persuasion relate to the "craft" of writing.
- To read and write critically.
- To become more aware of the processes that produce quality writing.

Description of the course

This course is designed to assist students in polishing their writing skills. You will more than likely have already written a number of papers for various courses before attending this course; therefore, this course will not review very basic writing information. Rather, SKI2084 will help students look deeper into style while writing in English, and re-visit successful means of argumentation.

By studying and practicing specific rhetorical tools, students will learn the importance of balancing an agreeable style with a persuasive argument. In this course, it will not all be about "content." Your writing will matter. This means that you will have to look beyond the general ideas in your essays, in order to see the mechanisms of how your essay works, especially on a technical level. In other words, you will work to understand what you are doing in your writing and why – becoming more critical – which is more about learning the craft of writing in English than simply writing in English. Writing critically is enhanced by the ability to read critically; therefore, this course will also supply ample opportunities for you to learn to read critically as you hone your writing skills

It is safe to say this course is interactive and writing intensive. This means you will be reading and writing both inside and outside of class. You will also be writing with your fellow students, and critiquing their writing, as they will critique yours. Although sharing your writing with others can be intimidating for some students, rest assured that this writing course is a safe space for you to work, make mistakes, and improve your skills.

Literature

Additional

- Writing Spaces Open Textbook Chapters; http://writingspaces.org/essays.
- Purdue Online Writing Lab; http://owl.english.purdue.edu/owl/section/1/2/.
- The Little Brown Handbook 10th edition (Available in the UCM Reading Room).

Instructional format

Tutorial group meetings, micro-lectures, full-class discussion and small group discussion, with in-class reading, writing and workshopping.

Examination

Reading and Writing assignments (inside and outside the classroom), Critiques of other student's writing, In-class Participation, Various Essay assignments, Final Essay and Presentation (variable).

This course is a prerequisite for the following course(s):

- HUM3029 Literature and Psychology

SKI2085 - Ethnography and Qualitative Interviewing I

Course coordinator

Dr. U. Müller, Faculty of Humanities and Sciences, University College Maastricht,
ulrike.mueller@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall	1	2.5	

Prerequisites

SKI1004 Research Methods I, SKI1005 Research Methods II and PRO1011 Research Proposal Writing.

Recommended

This course is for students with a background or sincere interest in sociology, anthropology and/or cultural studies.

Objectives

- To get a general impression of the qualitative research process and its fundamental differences to quantitative data analysis.
- To become familiar with the "art" of qualitative interviewing.
- To practice taking fieldnotes.
- To provide students with hands-on experience in crafting their own study and writing a feasible research proposal.

Description of the course

Qualitative Research is an overarching term for a diverse range of approaches and methods within different research disciplines. Qualitative researchers essentially "study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Ritchie 2003: 3). Ethnography is one form of qualitative research and means literally "writing culture" (Hesse-Biber 2006: 230). Often called "participant observation", ethnography is based on the simple idea, that in order to understand what people are up to, it is best to observe them by interacting with them up close and personal within their everyday lives. Ethnographers provide detailed accounts of the everyday practices of a culture, subculture, organisation or group by "hanging out", observing and recording the ongoing social life by taking fieldnotes and/or providing "thick descriptions" (Hesse-Biber 2006: 230).

This is part one of an overall sequence of three skills trainings within which students design and implement their own study, analyze the data collected, and report on their research findings. In this first module students will learn about various research tools, such as participant observation and qualitative interviewing. Students will learn how to take fieldnotes and will be introduced to various forms of interviewing such as the structured interview, the in-depth interview, focus groups and life history interviews. Taking fieldnotes and interviewing will be practiced in and outside of the classroom. Moreover, students will be guided through the process of crafting a feasible research question and the appropriate design for the study, that they will pursue in the follow up modules of this course. The research questions will provide the basis for students' investigations. What is to be investigated is entirely up to the student(s). However they will be provided with guidance in the formulation of their topics.

In this course, students will have to conduct at least one interview, thus you will need to have access to a tape recorder and/or video camera.

Note: This is a time and labor intensive skills training, especially once you have begun data collection in the second module of the course. Most of the work you are required to accomplish will occurr outside of the class setting. Students are expected to work independently and should count on having to invest an extra two to four hours per week for interviewing, transcribing the interviews and working on the data analysis.

Literature

- Hesse-Biber, S.N. (2011). The Practice of Qualitative Research. Sage Publication, Thousand Oaks, California, Second Edition.
- Burawoy, M. (2000). Global Ethnography. Berkeley: University of California Press.
- Excerpts from several books on qualitative research that are available at the UCM reading room, for example, Silverman, D. (2005). *Doing Qualitative Research,* Rubin, H. (2005). *Qualitative Interviewing: The Art of Hearing Data* and Ritchie, J. (2003). *Qualitative Research Practice*.

Instructional format

Lectures, group discussions and in class exercises on interviewing and taking fieldnotes.

Examination

Presentation of two qualitative studies and a written research proposal.

This course is a prerequisite for the following course(s):

- SKI3052 Ethography and Qualitative Interviewing II
- PRO3009 Ethography and Qualitative Interviewing III
- PRO3008 Think Tank

SKI2086 - Lab Skills: Biochemistry

Course coordinators

Prof. dr. C. Reutelingsperger, Faculty of Health, Medicine and Life Sciences, Department of Biochemistry,
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N. Deckers, Faculty of Health, Medicine and Life Sciences, Department of Biochemistry,
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Semester	Period	ECTS	Skills
Fall	2	2.5	

Prerequisite

This course is designed to be taken in combination with SCI2035 Biochemistry I. Students who wish to take this course should concurrently enroll in SCI2035 Biochemistry I or have taken SCI2035 Biochemistry I before.

Objective

- To develop laboratory skills in the field of biochemistry.

Description of the course

Laboratory skills are essential for students who want to pursue a Life Science oriented master study. In this skills training you will get acquainted with the basic laboratory skills in biochemistry. Training involves safety and Good Laboratory Practice, as well as some essential biochemistry techniques like DNA isolation, enzyme kinetics, adsorption/fluorescence spectroscopy, gel electrophoresis, and protein purification. You will work in teams of two and prepare your own protocol for each practical.

Literature

- Reed, R., Holmes, D., Weyers, J., Jones, A. (2007). *Practical Skills in Biomolecular Sciences*. (3rd ed.). Essex: Pearson Education Limited (Reading Room).
- Practical instructions and background texts (E-reader).

Instructional format

An introductory lecture and practicals. The practicals take place at the laboratories of the Faculty of Medicine, Health and Life Sciences (FMHL) in Randwijck.

Examination

Student evaluation will be based on 1) written protocol proposals (in pairs of two students) and lab journal entries for each practical (33%), 2) written lab reports (in pairs of two students) for 2 of the practicals (33%), and 3) a final practical exam (33%).

SKI2088 - Lab Skills: Genetics

Course coordinator
To be announced

Semester	Period	ECTS	Skills
Fall	1	2.5	

NB: This course is currently being revised to better fit with SCI2022 Genetics and Evolution. The course description is provisional and subject to change.

Prerequisite
This course is designed to be taken in combination with SCI2022 Genetics and Evolution. Students who wish to take this course should concurrently enroll in SCI2022 Genetics and Evolution or have taken SCI2022 Genetics and Evolution before.

Objective
- To develop laboratory skills in the field of molecular genetics.

Description of the course
Laboratory skills are essential for students who want to pursue a Life Science oriented master study. The aim of this course is to develop competences in the planning and performance of experiments and evaluation of results using common techniques in molecular genetics. Training involves safety and Good Laboratory Practice, as well as some essential molecular genetics techniques like immunohistochemistry, microscopy, flow cytometry, DNA isolation, electrophoresis and restriction analysis, in situ hybridization and PCR. Students work in teams of two. The work involves preparing protocols for each experiment and giving a presentation on (at least) one of the experiments. Students perform experiments on several different topics.

Literature
To be announced

Instructional format
An introductory lecture and practical assignments. The practical assignments take place at the laboratories of the Faculty of Medicine, Health and Life Sciences (FMHL) in Randwijck.

Examination
To be announced

SKI3002 - Argumentation II

Course coordinator

W. Giernalczyk (MA), Faculty of Humanities and Sciences, University College Maastricht, wolfgang.giernalczyk@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall	2	2.5	

Prerequisite

SKI2049 Argumentation I.

Objectives

- To introduce students to sentential logic, a formal way of testing the validity of arguments.
- To delve into the structural features of argumentation, by introducing the Toulmin model of argumentation.

Description of the course

In this sequel to SKI2049 Argumentation I, we will zoom in on the structure of arguments. In the first part of the skills training we will utilize a strictly formal, almost mathematical approach, to argument analysis and explore basic sentential logic. Sentential logic introduces a simple set of rules and procedures that allow us to test whether an argument is formally valid, i.e. if its structure is correct independent of its content. To test for the validity of an argument in this way, the structure of English sentences will be separated from their content by translating the sentences into symbols; afterwards formal rules will be applied (by using truth tables and semantic tableaus) to check whether an argument logically works or not.

While the first part of the skills training concentrates on skills related to logical reasoning, the second part aims to demonstrate how such skills can be used, even if a strictly formal way of argument analysis is not applicable. This is done by introducing the Toulmin model of argumentation. This model goes beyond the basic distinction of premises and conclusions as constituent parts of arguments by distinguishing the different functions that premises can fulfill. The Toulmin model is more flexible than argumentative analysis based on formal logic, but also more specific than the tools introduced in Argumentation I. Therefore it can be a powerful tool for specific and sophisticated argumentative analysis. Such analyses will be conducted during the course, first on small, simplified academic arguments and afterwards on a larger scale, analyzing an academic paper. Finally, in the final assignment, students are asked to apply the Toulmin model to design an argument themselves.

Literature

- E-Readers.

Instructional format

Assignment-based discussions supplemented by lectures.

Examination

A written midterm exam concerning the use of formal logic and an assignment requiring designing an argument using the Toulmin model at the end of the course.

This course is a prerequisite for the following course(s):

- HUM2044 Philosophy of Language
- PRO3008 Think Tank

SKI3050 - Preparing Conference I

Course coordinator

W. van Dellen (MA), Faculty of Humanities and Sciences, University College Maastricht, wilfred.vandellen@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall	1	2.5	

NB: Students who register for SKI3050 Preparing Conference I, must also take SKI3051 Preparing Conference II and PRO3006 Conference. It is not possible to take any of these modules separately due to the specific nature of these Skills Trainings and the Project.

Prerequisite

To be able to participate students should be at least in their 4th semester at UCM, i.e. it is necessary that students have passed several courses, skills trainings and projects on a 200 level and/or a 300 level in Humanities, Sciences and/or Social Sciences.

Objectives

- To train students in skills required for preparing an academic conference.
- To train students to work out a proposal for a contribution to a conference based on their personal interests and academic profile.
- To give students the opportunity to position their interest within a field of their choice and academic fields in general and express that by means of activities at a conference such as lectures and workshops.
- To teach and train students in discussing and interpreting concepts related to education and scholarship in general and specifically in Liberal Arts and Sciences.
- To train students to work together and set up a plan for a conference.

Description of the course

A conference is a platform for scholars or professionals to meet and share ideas, present new discoveries and connect to fellow academics. At a conference papers and research posters are presented, workshops are offered for skill development, and seminars are held to familiarize the scientific community with current academic topics and new developments. As an academic you visit a conference to present your own work, see others' work and to start possible collaborations.

In this skills training students will prepare an extensive plan for the first annual UCM Liberal Arts and Sciences conference to be held in the third period of this semester. The plan will be based on both the students' personal interest and academic profile and the overall framework or blueprint that will be created by the entire group of students and tutors involved.

In order to elaborate on and prepare the plan students will do the following:

1) Discuss the shared assumptions, values and goals of Liberal Arts and Sciences and an open curriculum and use this for the development of a blueprint for the conference.
2) Discuss the concept of scholarship and use this for the development of a blueprint for the conference.
3) Discuss teaching and learning in terms of knowledge, skills and attitudes and use that to propose activities for the conference such as workshops and lectures.
4) Discuss individual interests and compare interests within the group to find similarities and differences and turn that into illustrative examples of Liberal Arts and Sciences that can be used for e.g. workshops and lectures at the conference.

Note that besides training students' skills for preparing a conference (with an emphasis on content and some organisation skills), this skills training also aims at giving students the opportunity to learn more about education and teaching and positioning a students' own interest within their specific field and the wide spectrum of academic fields in general. It will do so knowing that students have been at UCM and participated in several courses, skills trainings and projects and assuming that they have developed a (preliminary) focus of academic interest.

The skills training will therefore rely heavily on students personal experiences from having been in a liberal arts and sciences program for several semesters and on being able to make that explicit to others. On the one hand this will be used while preparing the conference and to inform first semester UCM students. On the other hand, participating students will benefit from the skills training and its follow ups by fostering a preparation for e.g. Capstone and master's applications for which a profound understanding and expression of a student's academic interest within the wide range of academic fields will be necessary.

Literature

- E-readers and students will find and use their own literature.

Instructional format

Training, feedback and peer review in small groups.

Examination

Students will be assessed and graded on both the group assignments and the individual assignments that contribute and are part of the plan for the conference.

This course is a prerequisite for the following course(s):

- SKI3051 Preparing Conference II
- PRO3006 Conference

SKI3051 - Preparing Conference II

Course coordinator

W. van Dellen (MA), Faculty of Humanities and Sciences, University College Maastricht, wilfred.vandellen@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall	2	2.5	

NB: Students who register for SKI3050 Preparing Conference I, must also take SKI3051 Preparing Conference II and PRO3006 Conference. It is not possible to take any of these modules separately due to the specific nature of these Skills Trainings and the Project.

Prerequisite

SKI3050 Preparing Conference I.

Objectives

- To train students in skills required for preparing an academic conference.
- To train students in working from a plan for a conference towards working out the content and setup of specific activities at a conference such as lectures and workshops.
- To train students in reviewing a topic in their field of interest and turn that into an informative session for the conference.
- To train students in selecting and analyzing a particular skill within their field of interest and turn that into a workshop for the conference.
- To give students the opportunity to position their interest within a field of their choice and academic fields in general and express that by means of activities at a conference such as lectures and workshops.

Description of the course

This is the follow up skills training of SKI3051 Preparing Conference I. Students will use the plan that was created in the first period to further develop their individual contribution to the conference that will be held in the third period of the semester.

In order to do so, students will, for example:

1) Inform themselves on different approaches to writing reviews and apply one for writing a review that will be the basis of their informative session at the conference.
2) Inform themselves on different approaches to teaching people skills and apply that to working out a script for the workshop they will offer at the conference.

At the end of this period, students will have finalized and/or drafted all the necessary material for the conference.

Note that besides training students' skills for preparing a conference (with an emphasis on content and some organisation skills), this skills training also aims at giving students the opportunity to learn more about education and teaching and positioning a students' own interest within their specific field and the wide spectrum of academic fields in general. It will do so knowing that students have been at UCM and participated in several courses, skills trainings and projects and assuming that they have developed a (preliminary) focus of academic interest.

The skills training will therefore rely heavily on students personal experiences from having been in a liberal arts and sciences program for several semesters and on being able to make that explicit to others. On the one hand this will be used while preparing the conference and to inform first semester UCM students. On the other hand, participating students will benefit from the skills training and its follow ups by fostering a preparation for e.g. Capstone and master's applications for which a profound understanding and expression of a student's academic interest within the wide range of academic fields will be necessary.

Literature

- E-readers and students will find and use their own literature.

Instructional format

Training, feedback and peer review in small groups.

Examination

Students will be assessed and graded on both the group assignments and the individual assignments that contribute to the preparation of the conference.

This course is a prerequisite for the following course(s):

- PRO3006 Conference

SKI3052 - Ethnography and Qualitative Interviewing II

Course coordinator

Dr. U. Müller, Faculty of Humanities and Sciences, University College Maastricht, ulrike.mueller@maastrichtuniversity.nl

Semester	Period	ECTS	Skills
Fall	2	2.5	

Prerequisite

SKI2085 Ethnography and Qualitative Interviewing I.

Objectives

- To provide students with hands-on experience in collecting data for their own study, i.e. students will gain experience in "doing observations", taking fieldnotes, and qualitative interviewing.
- To experience transcribing interviews.
- To become familiar with qualitative data analysis.

Description of the course

This is the second of a three module course on qualitative research methods. This module builds on what students have learned in part I and is designed to guide them through the steps of data collection for their own qualitative study. Students will work on gaining access to their research site and will begin the interview process and/or their observations and conversations with their research participants as participant observers. Students will be introduced to the process of transcribing the interviews, coding the data and memo writing. All three steps are part of the qualitative data analysis. As students develop their research projects, they will be challenged to link their specific research questions to larger processes and forces. They will also be asked to consider who might find this research useful and how the results of their investigations might be utilized to promote social change. In-depth analysis of the intricacies underlying contemporary social, cultural, and political discourses and practices, provides the basis for good social research.

Note: This is a time and labor intensive course, especially once you have begun data collection. Most of the work you are required to accomplish for the course will occurr outside of the class setting. Students are expected to work independently and should count on having to invest an extra two to four hours per week for interviewing, transcribing the interviews and working on the data collection.

Literature

- Hesse-Biber, S.N. (2011). The Practice of Qualitative Research. Sage Publication, Thousand Oaks, California, Second Edition.
- Burawoy, M. (2000). Global Ethnography. Berkeley: University of California Press.
- Excerpts from several books on qualitative research that are available at the UCM Reading Room, for example, Silverman, D. (2005). *Doing Qualitative Research* Robin, H. (2005). Qualitative Interviewing: The Art of Hearing Data and Ritchie, J. (2003). Qualitative Research Practice.

Instructional format

Tutorial group meetings and lectures.

Examination

Key aspects of work produced during data collection and analysis.

This course is a prerequisite for the following course(s):

- PRO3009 Ethography and Qualitative Interviewing III
- PRO3008 Think Tank

Project (PRO)

PRO1010 - Introducing Academic Communication: A Writing Project

Course coordinator
J. Schell (MSc), Faculty of Humanities and Sciences, University College Maastricht,
jenny.schell@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall/Spring	3 / 6	5	

This course is not open to exchange students

Prerequisites
SKI1008 Introduction to Academic Skills I and SKI1009 Introduction to Academic Skills II.

Objective

- The aim of this project is to acquaint students with the process and practice of writing a research paper. Furthermore, the goal is to familiarize them with working in a group. The tutor will assist students in this process and will be available to offer support, guidance and feedback. The emphasis of this project, however, will lie upon students' own input, planning and group work.

Description of the course
Communication plays an important part in every day life; however, within academia communication is essential. Having good communication skills involves being able to express your ideas and findings in a clear and concise manner, within the strict guidelines laid out by the "scientific community". In this project students will practice writing an academic piece that adheres to these guidelines and that can be considered 'academically sound'. Students will be expected to put the learned skills in Intro to Academic Skills I & II into practice and write an extensive research paper. The project is mainly based on peer-to-peer education; by writing a paper within a small group students will be able to both share their skills and knowledge and learn from each other.

Literature

- Required reading material will be available in PDF format on EleUM.

Instructional format
Tutorial group meetings.

Examination
Written assignments.

This course is a prerequisite for the following course(s):

- PRO2003 Writing Project: "The Journal"

PRO1012 - Research Project

Course coordinator

Dr. J. Moes, Faculty of Humanities and Sciences, University College Maastricht, jeroen.moes@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall / Spring	3 / 6	5	

NB: This course was formerly known as PRO1011 Research Proposal Writing.

Prerequisites

SKI1004 Research Methods I and SKI1005 Research Methods II.

Objectives

After doing the Research Project, you will know about:

- Conducting a well-designed research project from start to finish;
- Academic writing in the context of empirical research; and
- Presenting empirical research outcomes.

Description of the course

Research is "creative work undertaken on a systematic basis in order to increase the stock of knowledge […]" . This goal can be achieved in a wide variety of ways. We can count ''things'', add them up, calculate statistics about them, and get a reliable overview of ''things". We can also describe those things in great detail and question why they are the things that they are, and what that means in the context of those things. Which approach is better? The answer is that this depends on what you want to learn about those "things". In other words, if we want to "increase the stock of knowledge", it partly depends on which knowledge you are interested in increasing (your "puzzle'' and specific questions), and partly also on what you consider 'knowledge' to be in the first place. In Research Methods I, we will address these issues in great detail, and we will go into how a research project can be set up in alignment with the answers to these questions.

Research Methods I (SKI1004), Research Methods II (SKI1005), and the Research Project (PRO1011) form one coherent semester-long block of courses in which you will start from scratch and end with your own finished research project. Along the way, we will discuss a wide variety of research approaches frequently used in the humanities, social sciences, and the sciences. Another goal of this sequence of courses is for UCM as an academic community to further develop its multi/interdisciplinary character, and for students to be able to reflect and comment on each other's work, no matter how diverse that may become in the course of the next three years.

The Research Project is the conclusion of your research methods training, and an opportunity to put everything you learned in practice. We will build on the foundation laid out in Research Methods I, and on the practical skills learned in Research Methods II. You ended Research Methods II with a final research proposal, which forms the starting point for the Research Project. Assuming that this final proposal was indeed fully ready for execution, you can start gathering data and/or analyzing your data from day one of the Research Project. You will finish with an extended paper that presents your findings.

Literature

- Gray, D. E. (2014). *Doing Research in the Real World* (Third ed.). London: Sage Publications.

Instructional format

Tutorial group meetings for feedback on the paper

Examination

Grades are based on the final research project outcomes. It is assumed that this normally takes the form of an empirical paper, but alternative forms are possible if your tutor approves.

This course is a prerequisite for the following course(s):

- SKI2085 Ethnography and Qualitative Interviewing I

PRO2003 - Writing Project: "The Journal"

Course coordinator
To be announced, Faculty of Humanities and Sciences, University College Maastricht,

Semester	Period	ECTS	Project
Fall/Spring	3 / 6	5	

Prerequisites
SKI1008 Introduction to Academic Skills I, SKI1009 Introduction to Academic Skills II and PRO1010 Introducing Academic Communication: A Writing Project.

Objectives
- To further enhance writing and reading skills.
- To do an in-depth analysis of a topic, using the knowledge (theoretical framework, factual context, overall interpretations and analyses) acquired during regular courses.
- To learn how to write an academic review of a paper, and how to respond to such reviews in a professional manner.
- To gain familiarity with academic journals and their mode of operation.

Description of the course
The overall format of the project is that of a fictitious academic, peer reviewed journal, for which the members of a tutorial group serve both as editors and contributors. Students will select a tutorial group dedicated to a particular topic. Under the guidance of the tutors and aided by the feedback from their peers, students will write a research paper in which they explore the topic of their group, and use, refer to and compare several sources dealing with the topic. The general topic is the same for all members of a group but students may examine their own specific research question within the broader topic. During the process of researching and writing, the work of all group members will be evaluated by their peers, on the basis of criteria agreed upon by the group as relevant and fitting for their journal (in addition to a set of basic criteria given beforehand). The final papers will be bundled in the journal of that tutorial group.

Literature
- Reading lists from tutors of each tutorial group.
- Independent literature research.

Please be aware that:
Towards the end of period 2 or 5 (depending on when the course is taken) students must sign up for a specific journal topic. There is a choice of several different topics that reflect the expertise of UCM academic staff (international relations, economics, law, sociology, psychology, the arts, history and philosophy).

Short descriptions of each topic will be published on EleUM in due course, and the Office of Student Affairs will provide sign-up sheets.

Instructional format
Tutorial group meetings and possible lectures. Please note that the project spans over the four weeks of the project period and that there is a 100% attendance requirement. In addition to tutorials, groups are highly encouraged to meet without the tutor in order to ensure a unified and cohesive product (the physical journal) in the end.

Examination
A research paper (80%), a proposal (pass/fail), a critical review of another student's work (pass/fail), and an academic journal (20%, group grade).

PRO2004 - Project Academic Debate

Course coordinator

Dr. T. Dekker, Faculty of Humanities and Sciences, University College Maastricht,
teun.dekker@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall/Spring	3 / 6	5	

Prerequisites

Courses relevant to the topics of that particular year.

Objectives

- To equip students with essential debating and communication skills.
- To introduce students to the practice of speaking in a public setting.
- To become an expert on a topic of their choice (the debate topic).

Description of the course

Debating skills are an important component of academic life. In this 200 level-project, students will prepare, present and defend a position for an academic debate. There will be a “yes” (pro) and a “no” (con) position for each group’s particular theme. The topics that are available are central issues that have emerged out of a wide range of UCM courses from different concentrations taught during the academic year. Each topic group will have two teams, each arguing one side of the case

In this course you will work on your debating and communication skills. The emphasis lies on delivery and content. It is not only important what you deliver, but also how you deliver it. It is your job to persuade an audience as to the correctness of your position. In order to do this, you need a coherently structured, logically laid out set of arguments which you will present in a clear and self-assured way. Your task is to make the issue involved come alive.

Literature

- Students will choose, read and use literature that is related to their debate topic. Some of the literature will be suggested by the tutor; however most literature has to be found by the students themselves.

Instructional format

Tutorial group meetings, a lecture/workshop on debate and debating skills, and a debate on the last day of the project.

Examination

A position paper (individual grade) and a debate (group grade).

This course is a prerequisite for the following course(s):

- PRO3008 Think Tank

PRO3006 - Conference

Course coordinator

W. van Dellen (MA), Faculty of Humanities and Sciences, University College Maastricht, wilfred.vandellen@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall	3	5	

NB: Students who register for SKI3050 Preparing Conference I, must also take SKI3051 Preparing Conference II and PRO3006 Conference. It is not possible to take any of these modules separately due to the specific nature of these Skills Trainings and the Project.

Prerequisites

SKI3050 Preparing Conference I and SKI3051 Preparing Conference II.

Objectives

- To train students in skills required for preparing an academic conference.
- To train students in rehearsing, adapting and fine-tuning their contributions to a conference.
- To train students in offering a conference.
- To train students in evaluating a conference and writing recommendations for future editions.
- To give students the opportunity to position their interest within a field of their choice and academic fields in general and express that by means of activities at a conference such as lectures and workshops.

Description of the course

In this project, students will finalize and offer the conference that has been prepared in the first and second period of this semester. The purpose of the conference will be to provide a platform for an audience of approximately 200 first semester students, scholars and professionals. The conference will allow people to meet and share ideas, present findings and discoveries and connect to fellow academics.

The project will consist of three parts, being:

1) Final preparations for the conference, including dress rehearsals, peer feedback and dealing with the organization of the conference.
2) Offering the conference to the target audience, organization on the conference day(s) and gathering information for evaluation of the conference.
   Evaluating the conference and writing a report with evaluations and recommendations for future editions

Literature

- E-readers and students will find and use their own literature.

Instructional format

Training, feedback and peer review in small groups and a conference setting.

Examination

Students will be assessed and graded on both the group assignments and the individual assignments that contribute to the conference.

PRO3008 - Think Tank

Course coordinators

W. van Dellen (MA), Faculty of Humanities and Sciences, University College Maastricht, wilfred.vandellen@maastrichtuniversity.nl
O. van den Wijngaard (MA), Faculty of Humanities and Sciences, University College Maastricht, oscar.vandenwijngaard@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall/Spring	3 / 6	5	

Prerequisites

At least two modules from the following list: SKI2049 Argumentation I; SKI3002 Argumentation II; Skills and Project Ethnographic and Qualitative Interviewing; PRO2004 Academic Debate; SSC2061 Statistics I (SSC1026 Quantitative Methods); COR1005 Modeling Nature.
In addition, the coordinators would like to emphasize that Think Tank is a time-consuming project with a high workload, that requires highly motivated students. They should have a broad interest in e.g. policy development and research and analysis. Due to the specific nature of the project and the fact that group work is an essential element, students should take into account that they need to be available during entire weekdays throughout the project.
Participating in Think Tank as part of the regular workload at UCM is doable but demanding. Therefore, having a higher workload due to e.g. additional or parallel projects is not allowed.

Objectives

- To be an academic follow up to the courses and skills training that students participated in as part of their educational program at UCM.
- To give students insights into the field of policy recommendation.
- To cooperate in a team that forms a think tank.
- To combine the different fields of expertise within the think tank that are contributed by its members.
- To analyze, do research on and work out solutions for a problem that is provided to them by an organization, institute or corporation.
- To set up, discuss and finalize a report that contains an extensive and elaborate (policy) recommendation.
- To deliver a presentation based on the report that was written by the think tank.

Description of the course

Students will be assigned to writing and presenting a (policy) recommendation that is partly based on the knowledge and expertise they have developed as a result of their educational program at UCM.
Students will form a 'think tank' and write and present an extensive and elaborate (policy) recommendation for a client, i.e. a company or other kind of organization. The coordinators of the project will offer a topic in advance. The first week will focus on a problem analysis and an analysis of the knowledge and expertise of the members of the think tank. The second week will focus on doing research. The third week will deal with discussing and formulating solutions. During the final week students will present their report to an audience of experts.
Besides having meetings with their fellow students and a tutor, the group will e.g. meet with guest experts (either invited by the coordinators or by the students themselves) and field trips in order to obtain the required information.
Students will be assigned to a specific role within the think tank, depending on their academic background and skills.

Literature

- There is no general literature or course books that students need to buy or possess. Students will choose, read and use literature that is specifically related to their topic.
- E-Readers.

Instructional format

Students will meet with their group on a daily basis by means of tutorial group meetings, field trips, master classes etc.

Examination

Problem analysis (group assignment), individual research memo, final group report and a final presentation of the report.

PRO3009 - Ethnography and Qualitative Interviewing III

Course coordinator

Dr. U. Müller, Faculty of Humanities and Sciences, University College Maastricht, ulrike.mueller@maastrichtuniversity.nl

Semester	Period	ECTS	Project
Fall	3	5	

Prerequisites

SKI2085 Ethnography and Qualitative Interviewing I and SKI3052 Ethnography and Qualitative Interviewing II.

Objective

- To produce a comprehensive narrative of their research findings.

Description of the course

This is the third of a three module course on qualitative research methods. In this module students will be mainly engaged in writing the final analysis of their research findings. The relevance of their findings must be contextualized within the larger social and political forces within which the research is embedded. The course will end with a symposium where students will have the opportunity to present their research.

Literature

- Hesse-Biber, S.N. (2011). The Practice of Qualitative Research. Sage Publication, Thousand Oaks, California, Second Edition.
- Burawoy, M. (2000). Global Ethnography. Berkeley: University of California Press.
- Excerpts from several books on qualitative research that are available at the UCM reading room, for example, Silverman, D. (2005). *Doing Qualitative Research Robin, H. (2005). Qualitative Interviewing: The Art of Hearing Data and Ritchie, J. (2003). Qualitative Research Practice.*

Instructional format

Weekly meetings to support the writing process and a two day undergraduate Symposium where students present their research to each other.

Examination

Writing up the final analysis of the research findings (5.000 - 6.000 words).

This course is a prerequisite for the following course(s):

- PRO3008 Think Tank

CAP3000 - Capstone

Course coordinator

W. van Dellen (MA), Faculty of Humanities and Sciences, University College Maastricht, ucm-capstone@maastrichtuniversity.nl

Semester	Period	ECTS	Capstone
Fall/Spring	1-3 / 4-6	10	

Prerequisite

To participate in Capstone students should be in their last semester at UCM (usually the 6th except for transfer students) and no more than 40 ECTS away from graduation at the start of Capstone.

Note that Capstone replaces the regular two skills trainings and project of a UCM semester. Participating in Capstone as part of the regular workload at UCM is doable, but demanding (i.e. next to the two courses per period). Therefore, having a higher workload due to e.g. additional courses, skills trainings and/or projects is not recommended.

Objectives

- To enable students to express their individual academic profile through a scholarly project during their last semester at the College.
- To assist senior students in the preparation for the transition from undergraduate education to a master program or the labor market.

Description of the course

Capstone is the culmination of a students academic work at UCM and is comparable in function to a bachelor thesis. It is a full semester module for which students receive 10 ECTS. During the first weeks students will work on writing a proposal in which they formulate their individual goals and determine a topic and format. In addition, students will choose an advisor. The advisor provides the student with advice and guidance on the content of Capstone.
Students work on Capstone individually. There will be meetings with the tutors, fellow students, and the coordinator. These meetings are arranged to support the individual work on Capstone, such as presenting one's own work to other students and giving and receiving feedback. Furthermore these meetings are intended to monitor the progress and writing process. Students will meet with their individual advisor separately from these group meetings. Those meetings are intended for discussing the content of the Capstone and for receiving feedback on the work in progress and the final product. An outline is handed in at the start of the second period of Capstone. A complete draft is handed in before the third period of Capstone. Both the outline and draft are discussed with the advisor. The last period is used to complete and revise the Capstone.

Literature

- There is no mandatory literature. Students will choose, read and use literature that is related to their Capstone topic.

Instructional format

Individual work, tutorial group meetings, guidance from Capstone advisor and support hours.

Examination

Students will be assessed on a proposal, outline, and final version of their Capstone. In addition, they will give a presentation on their Capstone in the second period of the project.

UCM Undergraduate Research / PEERS (UGR)

UGR2001 and UGR3001 - UCM Undergraduate Research / PEERS

Project coordinator

Prof.dr.H.J.Hospers, Faculty of Humanities and Sciences, University College Maastricht, h.hospers@maastrichtuniversity.nl

Semester	Period	ECTS	Concentration
Fall/Spring	1 - 3 / 4 - 6	10 per semester	

NB: Exchange students who are interested in doing the PEERS project can only apply if they stay for a full year and then only in their second semester.

UCM PEERS is a semester long research program carrying 10 ECTS. The level of the project depends on the subject matter and the required academic background of the participating students, and can be either 200 or 300 level. Successful PEERS participants may be allowed to continue their research for more than one semester.

PEERS replaces the two Skills and one Project offered during a semester. In most PEERS projects, the first two course periods will be mainly dedicated to an introduction into the specific field and related methodologies, and a research plan or proposal will be written. During the second and third periods the students will engage in their own research, while staying in touch with the other members of their group to discuss progress and challenges. At the end of each semester UCM will organize a symposium during which all participating students will present their research to their fellow researchers and the larger UCM community.

Description of the project

PEERS is a form of RBL, Research-Based Learning. In RBL, learning is based on research that students do themselves, rather than being dependent on research done before and by others.
Small groups of students will conduct research under the guidance of a senior researcher. They will act as a group, but engage in individual work as well: PEERS offers a unique opportunity to develop one's own research topic within the context of a pre-defined research program. In this way, student researchers will make an actual contribution to ongoing research, and will experience first-hand what is involved in doing research.

During the project, specific skills will be addressed at the appropriate time: e.g. problem analysis, writing a proposal, data selection and analysis reporting and presenting.

Prerequisites

More than anything else, the PEERS undergraduate research program aims at students with a great appetite for learning and research. Students need to have a progress rate of ≥0.9, and a grade average of ≥7.5. In addition, specific courses may be required for particular projects. At least as important as these 'technical' requirements, we expect students who apply for PEERS to be motivated, and to have a clear idea on how the project they apply for fits into their individual UCM curriculum. Students will apply by writing a letter of motivation, and if eligible, will be invited for an interview.

Project objectives

- To enhance the learning experience of students by integrating research into their undergraduate curriculum.
- To prepare students for graduate research by introducing them to and educating them in the relevant skills and knowledge.
- To emphasize the ability to identify and formulate academic problems, and
- To select and applying relevant research methodologies accordingly.
- To reinforce the awareness of how academic work relates to society: how it may respond to trends and issues in society, and how it may initiate new ideas.

Literature

Varies per research topic.

Instructional format

Research-Based Learning, group meetings and individual research.

Examination

Examination may vary and depends on the nature of the research conducted, but will usually include:

- Presentation of findings.
- Research paper or report.

Students who are interested in PEERS are encouraged to contact the coordinator.