



## Exchange Courses Faculty of Arts

VU University Amsterdam - Faculteit der Letteren - Exchange program Faculty of Arts - 2013-2014

## Index

Course: Academic English: Grammar (Period 1)	1
Course: Academic English: Pronunciation training (Period 2)	1
Course: Academic English: Writing 1 (Period 1)	2
Course: Academic English: Writing 2 (Period 2)	3
Course: Advanced Akkadian Seminar (Period 4)	4
Course: Akkadian Literary Texts A (Period 2+3)	5
Course: American Culture (Period 5+6)	6
Course: American Film (Period 4)	7
Course: American Literature 1900-present (Period 2+3)	8
Course: Amsterdam Heritage (Period 2)	9
Course: Analysing Interactive Fiction (Period 4)	10
Course: Archaeology of Prehistoric Western Europe (Period 4)	11
Course: Archaeology of the Ancient Near East (Period 4)	12
Course: Archaeology of the Pre- and Protohistorical Mediterranean (Period 1)	13
Course: Art and Society (Period 4+5)	14
Course: British and American Literature 1780-1900 (Period 5+6)	14
Course: British Literature 1688-1780 (Period 4)	15
Course: British Literature 1900-present (Period 1)	16
Course: Chinese Migrations to Africa: History and Present (Period 2+3)	18
Course: Constructing Images of the Mediterranean Past (Period 5+6)	18
Course: Contemporary Literary Culture (Period 1)	19
Course: Creativity: Between Art, Culture and Industry (Period 1)	20
Course: Democratization (Period 4)	21
Course: Democratization in Southern Europe and Latin America (Period 5)	22
Course: Dutch Colonialism in European Perspective (Period 2+3)	23
Course: Dutch Literature and Culture of the Golden Age (Period 2+3)	24
Course: Early Christian Studies: Biblical Exegesis and the Formation of Christian Culture (Period 4+5)	25
Course: Elementary Course Babylonian 1 (Period 1)	26
Course: Elementary Course Babylonian 2 (Period 2+3)	27
Course: Elementary Course Babylonian 3 (Period 4)	28
Course: Elementary Course Babylonian 4 (Period 5+6)	29
Course: Empire and Continental Europe (Period 4+5+6)	30
Course: English Discourse Analysis (Period 1+2)	31
Course: English Language Skills, Writing Skills (Period 4)	32
Course: English: Talk in Context (Period 5)	33
Course: From Commonplace to Copy-Paste (Period 1)	34
Course: Global English (Period 1+2+3)	35
Course: Greek and Latin Patristic Literature (Period 1)	37
Course: Greek Linguistics (Period 5+6)	38
Course: Hellenism from Alexander the Great to Severus Alexander (Period 4)	38
Course: Hindustani Migration History (Period 2+3)	39
Course: Historical Texts Assyria (Period 1)	41

Course: History and Cultures of the Ancient Near East A (Period 1)	41
Course: History and Cultures of the Ancient Near East B (Period 1)	42
Course: History of Ancient Near Eastern Literature (Period 5)	43
Course: History of Emotions (Period 2+3)	44
Course: History of the Levant A (Period 2)	45
Course: History of the Levant B (Period 3)	46
Course: Introduction to American Studies (Period 1)	47
Course: Introduction to Cultural History I (Period 1)	47
Course: Introduction to Cultural History II (Period 2)	48
Course: Language and Interaction (Period 4+5+6)	48
Course: Literature and Media (Period 4)	49
Course: Literature, Culture and Society (Period 1)	50
Course: Literatures of the Anglophone Americas (Period 4)	51
Course: Media History: Film, Television and New Media (Period 4+5+6)	52
Course: Mesopotamian Legal Texts (Period 5)	54
Course: Migrations in Europe (Period 1)	55
Course: Networks Around the Indian Ocean (Period 4+5+6)	55
Course: Remediation (Period 2)	57
Course: Renaissance Literature (Period 5+6)	58
Course: Shakespeare Adaptations (Period 5+6)	59
Course: Social History of the United States (Period 1)	60
Course: The Archaic Period in the Eastern Aegean (Period 2+3)	60
Course: The Netherlands in the Early Modern Period (Period 2)	61
Course: The Netherlands in the Late Middle Ages (Period 1)	62
Course: The United States South, 1800-1970 (Period 2)	63
Course: Typically Dutch (Period 1)	64

## Academic English: Grammar

<b>Course code</b>	L_ETBAALG001 ()
<b>Period</b>	Period 1
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	G.A. Dreschler MA
<b>Teaching staff</b>	dr. H.H.G. Weltens, G.A. Dreschler MA
<b>Teaching method(s)</b>	Seminar, Lecture
<b>Level</b>	100

### Course objective

After successfully completing this course you will have gained insight into the most important aspects of English grammar, and in terms of language production you will be able to avoid most of the major grammatical pitfalls.

### Course content

A practical introduction to basic aspects of the grammar of contemporary English, with special attention for the most important differences between Dutch and English, as well as the problems that students typically have when writing formal English.

### Form of tuition

Interactive lectures and seminars; weekly assignments

### Type of assessment

Online multiple choice test

### Course reading

Mackenzie, J.L. (2002). Principles and pitfalls of English grammar. Bussum: Coutinho (2nd ed.)

### Entry requirements

At least one year of university study, including experience in writing academic text; premaster students may also follow this course as long as they have completed an academic skills course.

### Target group

Students across the university who want to improve their written English in an academic context; students of English may not follow this course.

### Remarks

If you wish to follow the 'Academic English: writing 1' course then you have to take this course as well. The course has obligatory attendance. If you miss more than two weeks you will not be allowed to complete the course.

## Academic English: Pronunciation training

<b>Course code</b>	L_ETBAALG002 ()
<b>Period</b>	Period 2
<b>Credits</b>	3.0

<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. L.M. Rupp
<b>Teaching staff</b>	dr. L.M. Rupp
<b>Teaching method(s)</b>	Seminar, Lecture
<b>Level</b>	100

### Course objective

After successfully completing this course you will be able to describe the 10 most common English pronunciation difficulties and fix these in your own pronunciation. You will also be able to describe the adverse effects of a broad foreign accent in professional situations.

### Course content

We will analyse the 10 most common English pronunciation difficulties.

### Form of tuition

Lectures (2 hours) and classes (2 hours) supported by audiomaterial. Students are expected to do weekly reading and assignments.

### Type of assessment

2 recordings

### Course reading

Rupp, L. 2013. Uitspraakgids Engels voor professionals. Amsterdam: VU Uitgeverij.

### Target group

students across the university who wish to improve their English pronunciation

### Remarks

Class attendance is obligatory (80%). Participants will also need to have submitted 80% of the set weekly assignments in order to be assigned a grade for the course.

## Academic English: Writing 1

<b>Course code</b>	L_EABAALG005 ()
<b>Period</b>	Period 1
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. M. Hannay
<b>Teaching staff</b>	prof. dr. M. Hannay, dr. C.A.M. de Jong, G.A. Dreschler MA
<b>Teaching method(s)</b>	Lecture, Seminar
<b>Level</b>	100

### Course objective

After successfully completing this course you will be able to write a well-structured English text in a formal style about a subject related to your own study, free of serious lexical and grammatical error which

would have an adverse effect on the readability of the text. In terms of the Common European Framework of Reference [CEFR], successful completion of this course together with its sister course 'Academic English' Grammar' will bring you to level B2 in terms of communicative competence and B2i in terms of grammatical accuracy and vocabulary control.

### Course content

In this first writing course the emphasis is on (a) identifying the paragraph structures, sentence structures and kind of language used in different academic texts in different disciplines, and (b) getting to grips with the basic problems involved in writing good, formal English (e.g. differences between English and Dutch, the essentials of English punctuation, formal style).

### Form of tuition

1 hr per week lecture; 2 hrs per week seminar

### Type of assessment

One early diagnostic text, then one final graded text of approx. 1200 words.

### Course reading

Hannay, M. & J.L. Mackenzie (2009). Effective Writing in English. 2nd edition. Bussum: Coutinho. There will also be separate materials posted on Blackboard.

### Entry requirements

At least one year of university study, including experience in writing academic text; premaster students may also follow this course as long as they have completed an academic skills course.

### Target group

Bachelor students across the university who want to improve their written English in an academic context; the course is not open for students of English.

### Remarks

If you want to do this course you need to follow the sister course 'Academic English: Grammar' as well. Note also that this is an English writing skills course rather than simply a writing skills course. The assumption is that participants have already successfully completed an academic skills course in their first two years of university study. The course has obligatory attendance. If you miss more than two weeks you will not be allowed to complete the course.

## Academic English: Writing 2

<b>Course code</b>	L_ETBAALG005 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. M. Hannay
<b>Teaching staff</b>	prof. dr. M. Hannay, drs. F. Teunissen
<b>Teaching method(s)</b>	Lecture, Seminar

<b>Level</b>	300
--------------	-----

### Course objective

After successful completion of the course students will feel confident that they can write a bachelor dissertation in English and embark on a Master degree where English is the language of tuition. In terms of the Common European Framework of Reference [CEFR] you will be at level B2 for linguistic accuracy and at the high end of B2 for relevant communicative competence. Specifically, the course aims to help students in

- developing a toolkit for observing and noting linguistic and structural features of relevant academic text types in their own discipline;
- gaining insight into a range of different means for building effective sentences
- getting more practice in writing formal, academic English.

### Course content

The emphasis in this course is on (a) general and discipline-specific academic vocabulary, (b) improving coherence and readability, and (c) expanding your grammatical repertoire.

### Form of tuition

2 hrs per week lecture; 2 hrs per week seminar

### Type of assessment

Short writing assignments during course; the final assignment is an academic paper of 2500 words on a subject related to your study, to be submitted in period 3.

### Course reading

Hannay, M. & J.L. Mackenzie (2009). Effective Writing in English. 2nd edition. Bussum: Coutinho. Separate materials available via Blackboard

### Entry requirements

Students must have either (a) completed an introductory academic English course earlier in their university studies or (b) already completed Academic English: writing 1 as well as Academic English: Grammar .

### Target group

Bachelor and premaster students across the university who want to improve their written English in an academic context, with the exception of students doing a major in English.

### Remarks

The course has obligatory attendance. If you miss more than two weeks you will not be allowed to complete the course.

## Advanced Akkadian Seminar

<b>Course code</b>	L_SABAOHK210 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber

<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### Course objective

The course aims at the expansion and consolidation of reading and translation skills in Akkadian. It will introduce the students to text groups that use specific vocabulary or sign repertoire.

### Course content

Varies according to the interest of the students. Possible readings can be omnia, rituals, incantations and prayers or lexical lists, Babylonian kudurrus, historical epics, Neo-Assyrian letters etc.

### Form of tuition

Seminar (werkcollege)

### Type of assessment

Participation and performance in class (preparation, reading skills) and course-portfolio or written task to be completed at home. Grades: Goed/voldoende/onvoldoende.

### Course reading

Depends on the text group chosen. Will be announced on blackboard before the beginning of the course.

### Entry requirements

Elementary Course Babylonian 4 (= 1d) or adequate Akkadian language skills.

### Target group

2nd and 3rd year BA students who major in Babylonian and other advanced learners of Akkadian.

### Remarks

Regular course attendance is obligatory. Not more than one meeting may be missed. The course is offered in alternating years (will be offered in 2013/14). Students who major in Babylonian must do it once (either in their 2nd or in their 3rd year). In the year in which this course is not offered, they take Archaeology of Ancient Near East in period 4.

## Akkadian Literary Texts A

<b>Course code</b>	L_SABAOHK218 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### Course objective

This reading course is intended for 2nd year BA students who study Babylonian as a major, as well as for 3rd year students who want to intensify their skills in translating Akkadian literary texts. Students will read passages of literary texts in the original to enlarge their knowledge of vocabulary and grammar. They will also acquire knowledge about poetic devices and feel the "rhythm" of Akkadian literary texts.

### Course content

Students will read either passages of longer works, such as the Gilgamesh epic, Enuma Elish or Erra and Ishum, or a selection of shorter literary texts, such as prayers and literary prophecies. You will learn about the historical background and trace literary topoi.

### Form of tuition

Seminar (werkcollege)

### Type of assessment

Homework and performance in class (reading and preparation) (= 60% of the grade), either learn portfolio or take-home exam (= 40% of the grade).

### Course reading

Depends on the text chosen, will be announced in class.

### Entry requirements

Elementary Babylonian 4 (=1d) or comparable Akkadian language skills.

### Target group

2nd and 3rd year BA-students with a good knowledge of Akkadian.

### Remarks

The course will be offered in alternating years with Akkadian Literary Text B. This course will be taught in 2013-2014.

The texts read in the course will change, so that 2nd and 3rd-year students can participate and earn credits in both years. Regular course attendance is obligatory. No more than one class meeting may be missed.

## American Culture

<b>Course code</b>	L_ELBAELK307 ()
<b>Period</b>	Period 5+6
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	drs. D. Visser
<b>Teaching staff</b>	prof. dr. D.M. Oostdijk, drs. D. Visser
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

### Form of tuition

Seminars

**Type of assessment**

Presentation and essay

**Course reading**

To be announced

**Entry requirements**

Students need to have finished Introduction to American Studies.

**Target group**

Third-year students of Literatures in English specializing in American Studies; exchange students

**Remarks**

.

## American Film

<b>Course code</b>	L_ELBAELK208 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. R.V.J. van den Oever
<b>Teaching staff</b>	dr. R.V.J. van den Oever
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

**Course objective**

Students learn how to analyze the representation of the "Other" - in terms of race, gender, and sexuality - in American cinema.

**Course content**

Each week, we link a theoretical perspective (e.g. stereotyping, character engagement, the male gaze) to the analysis of a classic American film (e.g. Vertigo, Gentlemen Prefer Blondes, Jezebel).

**Form of tuition**

A weekly film screening and a weekly two-hour seminar.

**Type of assessment**

Final essay.

**Course reading**

To be announced.

**Entry requirements**

None.

**Target group**

BA students in the Literatures in English program; BA students in the American Studies minor; exchange students.

**Remarks**

1) Students should be fluent in English. 2) Attendance is compulsory.

## American Literature 1900-present

<b>Course code</b>	L_ELBAELK207 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. D.M. Oostdijk
<b>Teaching staff</b>	prof. dr. D.M. Oostdijk
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### Course objective

This course introduces students to American texts (prose, poetry, and drama) to provide a literary-historical overview of the most significant themes and developments of these bodies of literature from 1900 to 2000. Students are asked to analyse how American literature has developed in this period and especially how literature reflects history and how history has influenced literary styles and themes. The written exam tests the students' insights into the most prominent themes discussed during class. For the essay students are asked to write a coherent and independent analysis of one or more aspects of twentieth-century literature. Students will be assessed on the ability to write, originally and with clarity, on both details and overarching themes in their chosen texts.

### Course content

The twentieth century is often referred to as 'the American Century'. This course focuses on the question of how the United States coped with this success and what the flipside of this success was. We will focus on the emancipation of women and of African Americans, but also on the Cold War as represented in literature.

### Form of tuition

The course is taught in seven seminars. Students are expected to have prepared the text(s) before class and should be ready to discuss them with their peers and instructor. Students can choose their own topic for the essay as long as it is related to one of the authors and/or texts discussed in class.

### Type of assessment

Exam at the end of periode 2 (40 percent); an essay (40 percent); participation/attendance/blackboard discussions (20 percent).

### Course reading

Primary literature: Margaret Atwood, *Surfacing* (Anchor); Peter Barry, *Beginning Theory* (Manchester UP); William Faulkner, *As I Lay Dying* (Vintage); F. Scott Fitzgerald, *The Great Gatsby* (Penguin); J.D. Salinger, *The Catcher in the Rye* (Penguin); Toni Morrison, *Song of Solomon* (Vintage). Secondary literature: Students need to find appropriate secondary sources for their essay themselves.

### Entry requirements

Ordinarily students will have to have finished all the first-year courses. Please contact the instructor if you do not fulfill this requirement and want to follow this course anyway.

### Target group

Second-year students of Literatures in English; premaster-students of English; exchange students; students following the American Studies minor; optional course for third-year students of Literary Studies.

### Remarks

This course is taught in English; attendance is compulsory; exchange students need to contact the lecturer before registering for this course.

This course is part of the transition program of third year English Literature.

## Amsterdam Heritage

<b>Course code</b>	L_AABAALG043 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. P.J.E.M. van Dam
<b>Teaching staff</b>	drs. I.B.S. van Koningsbruggen, prof. dr. P.J.E.M. van Dam, prof. dr. J.C.A. Schokkenbroek
<b>Teaching method(s)</b>	Seminar, Excursion
<b>Level</b>	300

### Course objective

Gaining insight into and develop research skills concerning urban history.

### Course content

This seminar investigates the transformation of the waterfront of Amsterdam and relevant cultural models. In the Golden Age the waterfront was the commercial contactzone between land and water, and between Amsterdam and its trading partners all over the world. Over time the commercial zones moved outwards and the relinquished space transformed into quarters for private housing. By the late 19th century, during the second Golden Age, Amsterdam encapsulated the IJ and the IJ transformed to an innercity square, or canal. By the late 20th century this process of urban transformation accelerated again, as all shores of the IJ, including many former commercial islands, were redesigned for private housing and 'creative industry', like music, film and art exhibition centres. Questions we want to answer in this seminar are how did such transformations occur in other large cities, like Hamburg, London or Baltimore, and to what extent did Amsterdam copy those models? And, how is the reference to the heritage of the former international contactzones realized in modern heritage policy and architectural and urban design?

### Form of tuition

Study of literature, oral presentation, essay writing

### **Type of assessment**

Weekly assignments (20 %) and an essay (80%)

### **Course reading**

F. Feddes, A millennium of Amsterdam. Spatial History of a Marvellous City, Bussum 2012

### **Entry requirements**

Attending the introductory course of the Minor Historical Amsterdam is recommended

### **Target group**

Foreign Language and Dutch students; the course is part of the Minor Historical Amsterdam and of the Minor The Dutch in the World.

### **Remarks**

This class will contribute to your international orientation through the internationally comparative content and for the heritage student it will develop professional orientation through the live contact with professionals in the field. The course includes excursions to highlights of urban design and icons around the IJ canal, including the EYE Institute, the Maritime Museum and the Eastern Islands. Presence at all meetings is compulsory. Absence will influence your final grade. This topic is also part of the minor The Dutch in the World.

## **Analysing Interactive Fiction**

<b>Course code</b>	L_ZABAACW210 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. J.I.L. Veugen
<b>Examinator</b>	dr. J.I.L. Veugen
<b>Teaching staff</b>	dr. J.I.L. Veugen
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### **Course objective**

To gain knowledge and insight, both theoretical and practical, in computer and video games in general and in story-structured computer and video games in particular, from a research point-of-view. To gain knowledge and insight in the differences that exist between story-structured computer and video games and other narrative media, in particular film. To gain knowledge and insight into the comparison of computer and video games on the one hand and other media on the other hand. To become familiar with the terminology used in the research of inter-, intra- and cross-mediality and transmedia storytelling.

### **Course content**

In this course we will use theory and practical assignments to study computer and video games, especially story-structured games, in order to gain an understanding of how they differ from other media, in particular

film. This knowledge is necessary to be able to research computer games from a comparative point of view, both to get a better understanding of the medium of the computer game itself as well as of particular pitfalls one has to be aware of when comparing games to other media, such as books and film. Subjects we will study will include but not be limited to game studies, genre & narrative, intra-medial comparison (representation of space), inter-medial comparison (setting in films and games), transmedia storytelling (including Alternate Reality Games) and reception research. Although the course focuses on research, questions relating to production, design, distribution and reception are inherently linked to the study of computer and videogames, especially when compared to film.

**Form of tuition**

Lectures and seminars.

**Type of assessment**

Active participation, especially in the seminars (10%). Four assignments (40%, the average must at least be a 5, assignments which are not handed in on time will be marked 0). Final paper (50%, which must also at least be a 5). Final grade must at least be 6 to pass. 100% attendance. Failing to be present at the first meeting automatically means removal from the course.

**Course reading**

Individual chapters and articles see Blackboard.

**Entry requirements**

For regular students L\_ZABAACW108 Media History: Film, Television and New Media (or L\_ZABAACW212 Media History 2B) and L\_ZABAACW209 Filmanalyse. For International students knowledge of film analysis.

**Target group**

Regular students with first or second major ACW; international students; other students who meet the entry requirements.

## Archaeology of Prehistoric Western Europe

<b>Course code</b>	L_BEBAARC210 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching staff</b>	prof. dr. N.G.A.M. Roymans, dr. F.A. Gerritsen
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	300

**Course objective**

This course gives the student an overview of the cultural and historical developments of west and west-central Europe during later prehistory (esp. Late Bronze Age and Iron Age). It provides insights in the dynamics of inter-regional connections, and cultural and social changes. The course presents the student with an introduction to some of the current debates and theoretical discussions in the field of Iron Age

archaeology in Europe.

### Course content

The course present an overview of the archaeology of west and west-central Europe in the first millennium BC, discussing settlement systems, burial traditions, cult places and ritual depositions, and material culture and its social and symbolic dimensions. In addition the social and political organisation of Celtic-Germanic societies is discussed.

### Form of tuition

Lecture classes

### Type of assessment

Written exam.

### Course reading

A list of articles and book chapters will be handed out during the first class meeting.

### Target group

Archaeology students

## Archaeology of the Ancient Near East

<b>Course code</b>	L_BEBAARC209 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. F.A. Gerritsen
<b>Teaching staff</b>	dr. F.A. Gerritsen
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	200

### Course objective

This course presents an overview of the archaeology of the Near East, with an emphasis on the 2nd and 1st millennia BC. It discusses theories and approaches that are used in the field of Near Eastern archaeology, and helps students develop arguments pertaining to current discussions in the field.

### Course content

The course consists of 1) an archaeology based overview of the societies and cultures of the Ancient Near East, and 2) a presentation and further discussion of several themes related to ancient urbanism and town-countryside relationships, including power and monumentality, food supply system, administration.

### Form of tuition

Lecture classes and discussion classes

### Type of assessment

Contributions (written and oral) to class discussions, written exam.

**Course reading**

Matthews, R. 2003: The Archaeology of Mesopotamia. Theories and Approaches, London: Routledge; scholarly articles.

**Target group**

Students archaeology, ancient studies, geoarchaeology

**Remarks**

For students with 1st Major in Ancient Cultures with 2nd Major in Mesopotamian Languages and Cultures of the First Millennium BCE, this course alternates in their 2nd or in their 3rd year with Advanced Akkadian Seminar. In the year 2013-2014 the course Advanced Akkadian Seminar will be offered.

## Archaeology of the Pre- and Protohistorical Mediterranean

<b>Course code</b>	L_BMBAARC205 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. A. Prent
<b>Teaching staff</b>	dr. A. Prent
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	200

**Course objective**

The course aims to expand the student's knowledge of the prehistorical and protohistorical cultures in the Aegean and Italic regions; to increase insight into the broader Mediterranean context in which these cultures developed; to encourage the critical assesment of relevant theoretical discussions and the ability to formulate one's own position.

**Course content**

This course has as its main topic the material culture and social evolution of the early cultures in the Aegean and Italic region, from the Neolithic and Bronze Age into the Early Iron Age. Primary focus will be on the recurrent development of socially complex societies, with explicit attention to the broader Mediterranean context.

**Form of tuition**

Lecture/group discussion

**Type of assessment**

Written exam (graded on scale 0-10; minimum of 6 required to pass the course, 90%; short oral presentations (0-10; 10 %)

**Course reading**

Selection of relevant articles; reader

**Entry requirements**

Introduction courses in archaeology (general) and Mediterranean archaeology (especially Greek archaeology).

**Target group**

2nd-year students in archaeology and ancient studies

**Remarks**

Attendance and participation in discussion obligatory.

## Art and Society

<b>Course code</b>	L_LABALW308 ()
<b>Period</b>	Period 4+5
<b>Credits</b>	9.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. A.S. Raghunath
<b>Teaching staff</b>	dr. A.S. Raghunath
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

**Course objective**

The aim of the course is to explore the relationship between social change and how this is explored in culture and art. Students will become familiar with a range of theories that underpin a critical study of the social function of art.

**Course content**

An analysis of texts from visual media and literature that challenged the established ideas of what 'Art' is. We will look at questions such as: How does Art create social change? Does Art play a special role as an experimental space in which new ideas and values find their expression? What relationship is there between literature and societal change? To study the relationship between Art and society, we will pay particular attention to works that caused a 'scandal' or were censored.

**Form of tuition**

Seminars

**Type of assessment**

Active Class participation, 2 written assignments and a presentation.

**Course reading**

To be announced

**Entry requirements**

Introduction to Literary Theory (L\_AABAALG016), Developments in Literary theory (L\_LABALW205).

**Target group**

Aimed at 3rd Year students of Literature and Literary Theory specifically but open to all (but must have an awareness of cultural/literary theory).

## British and American Literature 1780-1900

<b>Course code</b>	L_ELBAELK210 ()
<b>Period</b>	Period 5+6
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. B. Boter
<b>Teaching staff</b>	dr. B. Boter
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### Course objective

This course introduces the so-called transnational turn in the Literatures of English programme. Traditionally a historical study of literature emphasizes how literary works are part of a national canon and thereby contribute to nation building, as British Literature 1688-1800 showed. This course teaches you how British and American authors and their works are also influenced and affected by literary developments abroad.

### Course content

The United States proclaimed its independence from Great Britain in 1776, but for a long time it remained dependent on the motherland in a literary and cultural sense. This course focuses on the transnational relationships and rivalries that were formed in the first century after America's independence.

### Form of tuition

Two-hour seminars each week.

### Type of assessment

Exam, essay (2,500 words), presentation.

### Course reading

To be announced.

### Target group

Students of Literatures in English; premaster-students of English; exchange students; students following the American Studies minor; optional course for third-year students of Literary Studies.

### Remarks

This course is taught in English; attendance is compulsory; exchange students need to contact the lecturer before registering for this course.

## British Literature 1688-1780

<b>Course code</b>	L_ELBAELK209 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. A.S. Raghunath

<b>Teaching staff</b>	dr. A.S. Raghunath
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### Course objective

This course provides an introduction to British texts (prose, poetry and stage) from 1688-1800 with the aim of a literary-historical overview to provide the main themes and developments in this literature.

### Course content

The course is thematically organized. Each week one important aspect of the social and cultural developments of the period is explored through one text. The eighteenth century sees some of the most significant developments in English literature and in this course we look at the origins of the novel in conjunction with topics such as slavery, emancipation, colonization and 'empire'. By examining texts by seminal writers such as Jonathan Swift and Daniel Defoe we will explore how significant cultural changes were influenced by creative writers in this period and the importance of narrative writing as artistic expression.

### Form of tuition

Seminars

### Type of assessment

Essay

### Course reading

M.H. Abrams & Stephen Greenblatt (Ed.), The Norton Anthology of English Literature (2 vols); 8th Edition (Norton).

### Entry requirements

Ordinarily students will have to have finished all the first-year courses. Please contact the instructor if you do not fulfill this requirement and want to follow this course anyway.

### Target group

Second-year students/Ppemaster students/Exchange students.

### Remarks

This course is taught in English; attendance is compulsory; exchange students need to contact the lecturer before registering for this course.

## British Literature 1900-present

<b>Course code</b>	L_ELBAELK205 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. D.M. Oostdijk
<b>Teaching staff</b>	prof. dr. D.M. Oostdijk
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### **Course objective**

This course introduces students to British texts (prose, poetry and drama) to provide a literary-historical overview of the most significant themes and developments from 1900-2000. Students are asked to analyse how British literature has developed in this period, and especially how literature reflects history and how historical developments have influenced literary styles and themes. The written exam tests students' insights into the most prominent themes discussed during class. For the essay students are required to write a coherent and independent analysis of one or more aspects of twentieth-century British literature. Students will be assessed on the ability to write, originally and with clarity, on both details and overarching themes in their chosen texts.

### **Course content**

This course tracks the history of British literature chronologically, from the poets of the First World War to multicultural voices from contemporary Britain. It seeks to understand how novelists, poets and playwrights reflected on the trials and tribulations of the twentieth century, when Britain stopped being a daunting world power with colonies around the globe and needed to adjust to a more humble role. We will examine relevant cultural and literary contexts, including modernism, postmodernism and post-colonialism against their historical backdrop.

### **Form of tuition**

Core lecture

The course is taught in six seminars. Students are expected to have prepared the relevant text(s) before class and they should be ready to discuss them with their peers and instructor. Students can choose their own topic for the essay as long as it is related to one of the authors and/or texts discussed in class.

### **Type of assessment**

Exam at the end of period 2 (40 percent); essay due first Monday of period 2, (40 percent); participation/attendance/Blackboard discussions (20 percent).

### **Course reading**

Primary literature: The Norton Anthology of English Literature, Part 2 (8th Edition); Peter Barry, *Beginning Theory* (Manchester UP); Alan Hollinghurst, *The Stranger's Child*; Virginia Woolf, *Mrs. Dalloway* (Penguin). Secondary literature: Students need to find appropriate secondary sources for their essay themselves.

### **Entry requirements**

Ordinarily students will have to have finished all the first-year courses. Please contact the instructor if you do not fulfill this requirement and want to follow this course anyway.

### **Target group**

Second-year students of English literature; premaster-students of English; exchange students; optional course for third-year students of Literary Studies.

### **Remarks**

This course is taught in English; attendance is compulsory; exchange students need to contact the lecturer before registering for this course.

## Chinese Migrations to Africa: History and Present

<b>Course code</b>	L_GWBAALG001 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. P.D. Nyiri
<b>Teaching staff</b>	dr. F.D. Huijzendveld, prof. dr. P.D. Nyiri
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

### Course objective

To provide an overview of the historical migratory connections between China and Africa and their continuation today.

### Course content

We will discuss how the recent Chinese migrations into Africa should be positioned among earlier and ongoing migrations within and towards Africa. It will be shown how in the past Chinese migrations towards Africa were slight and predominantly government-organized (from the abortive Zheng He expeditions in the fifteenth century up to the Mao-era period development programs for Tanzania), along with small and temporary colonies of merchants. They contrasted with the steady development during this period of the vast merchant networks in the Indian and Atlantic Oceans which came to be dominated by Europeans from the late eighteenth century onwards, and led up to the domination of the continent by the Western powers during the twentieth century. We will look at how Africans in selected countries looked upon these movements of people across their continent and tried to use these to their advantage, and then assess how they relate to present-day Chinese migrations into Africa.

### Form of tuition

Seminar

### Type of assessment

Papers

### Course reading

Will be announced on Blackboard

### Target group

Second- and third-year students with one completed year of history or anthropology

## Constructing Images of the Mediterranean Past

<b>Course code</b>	L_BMBAARC305 ()
<b>Period</b>	Period 5+6
<b>Credits</b>	6.0
<b>Language of tuition</b>	English

<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. A. Prent
<b>Teaching staff</b>	dr. A. Prent
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

### Course objective

The primary aim of this course is to achieve a thorough understanding of how archaeological data can be employed to reconstruct the manifold aspects of life in societies of the past. In addition, the aims are to increase knowledge of and insight into the economic, social and political changes that characterize the period from the Late Bronze into the Early Iron Age in Greece, to assess critically research data from archaeological studies, to conduct independent research and to write a scientific report.

### Course content

Archaeological research is based on the study of material remains from the past. Excavation, recording, dating and interpreting of finds, however, form only first steps in reconstructing the past. Archaeology is concerned, after all, with the entire spectrum of past human experience, from subsistence methods, economic and social organization to daily life customs, burial rites, religion, trade, war and other forms of contact.

This course focuses on the material remains from a number of interrelated sites dating to the transitional period of the Late Bronze to the Early Iron Age in Crete. With the help of theoretical, anthropological and historical models, an attempt will be made to create a coherent view of a number of local communities. This will be done by using a digital learning environment (Wiki), which will enable course participants to exchange and discuss information and ideas and to write a collective essay (while explicitly allowing for diverging viewpoints). Moreover, the sites in question will be visited during an excursion of 8 to 9 days.

### Form of tuition

Seminars, followed by excursion of 8-9 days (June).

### Type of assessment

Written assignments (80%); on-site oral presentations and participation in discussions (20%).

### Target group

Third year students (Mediterranean) Archaeology

### Remarks

This course is followed by an excursion, for which participants pay a contribution of € 300.

## Contemporary Literary Culture

<b>Course code</b>	L_NABANLK203 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English

<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. E. Jansen
<b>Teaching staff</b>	prof. dr. E. Jansen, dr. J.H.C. Bel
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	200

### Course objective

Students completing the course successfully will have obtained knowledge and an understanding of some important Dutch contemporary cultural developments as represented in Modern Dutch Literature. They will be introduced to the fact that also Dutch literature has a part in the international academic arena where English is the dominant language.

### Course content

Major cultural events such as colonial history in the Dutch-Indies, the two World Wars and Holland's contribution to post-war modern society take centre stage in important Dutch novels and poetry. Remembering these events is multifaceted and increasingly also makes use of multimedia, both in the Netherlands and abroad. Several wide-ranging academic approaches are necessary to understand the complex dynamics of contemporary literary culture. Some of these will be introduced by discussing a number of literary texts, which can be studied in the original language or their English translation, as well as by studying relevant literary and cultural theory and history. Topics that will be addressed are literature and intermediality, literature and orality, literature and digitalization, and literature and cultural memory.

### Form of tuition

Lecture and tutorial

### Type of assessment

Homework and written exam. It is obligatory for students to attend all lectures.

### Course reading

Final list to be announced on the Blackboard site. Prescribed novels are, amongst others, *Multatuli*: Max Havelaar (1860) and *Maria Dermoût: The Ten Thousand Things/ De tienduizend dingen* (1955).

### Target group

The course is an obligatory part of the second year BA programme Modern Dutch Literature, but is also part of the international minor 'The Dutch in the world'.

### Remarks

For more information see [www.let.vu.nl/minor/dutchworld](http://www.let.vu.nl/minor/dutchworld)

## Creativity: Between Art, Culture and Industry

<b>Course code</b>	L_KABAALG006 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. J.P. ten Berge

<b>Teaching staff</b>	dr. J.P. ten Berge, dr. S. Luticken, prof. dr. J.E. Bosma, drs. N.S.J.F. Zonnenberg
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	200

## Democratization

<b>Course code</b>	L_GABAGES208 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. D.B.R. Kroeze
<b>Teaching staff</b>	dr. D.G. Hondius, dr. D.B.R. Kroeze
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	200

### Course objective

Knowledge and understanding of the origins and development of democratization in the nineteenth and twentieth centuries. Students will also learn to critically assess the meanings and uses of key political concepts.

### Course content

From the end of the eighteenth century onwards, 'democracy', in the words of the British political theorist John Dunn, has witnessed its 'Second Coming'. Since then this mode of government (and the word 'democracy' itself) has by leaps and bounds found acceptance in many parts of the world. 'Democracy' has become the standard or the rule, while other modes of government are considered as 'deviations' or 'exceptions'. How and why has this evolution occurred in various parts of the world? What sorts of changes or continuities can during this prolonged evolution be discerned in the concept of 'democracy'? These are the main questions to be addressed in this course.

### Form of tuition

Lectures and discussion (based on presentations of students)

### Type of assessment

Class participation mandatory. Written exam and assignments

### Course reading

Mark Mazower, *The Dark Continent. Europe's Twentieth Century* (London 1998); John Dunn, *Setting the People Free. The Story of Democracy* (London 2005, paperback); articles and book chapters (to be announced)

### Entry requirements

First year completed

### Target group

Second year's BA students major contemporary history and global history, (exchange) students with a Humanities/Political Sciences profile.

**Remarks**

Registration required. The language of tuition will be English if international non Dutch-speaking students will take part in this course.

## Democratization in Southern Europe and Latin America

<b>Course code</b>	L_GEBAGES210 ()
<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. C.A. Davids
<b>Teaching staff</b>	prof. dr. C.A. Davids, prof. dr. P.D. Nyiri
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

**Course objective**

This course aims to train students in doing historical research; to train students in to evaluate theories, concepts and views in the scholarly literature in a critical manner; to train students in presenting research results in a structured way to a peer audience and evaluating presentations by others in a critical manner; to aid students in understanding recent politico-social developments in Southern Europe and Latin-America.

**Course content**

In the last quarter of the twentieth century the world saw a veritable wave of democratization. Many countries accomplished a transition to a democratic mode of government, first in Southern Europe (Portugal, Greece, Spain), next in Southern. Europe, Latin America and elsewhere. Many countries in Latin-America saw leftist (or leftist-populist) governments come to power. Think of Venezuela, Brazil, Argentina, Bolivia or Ecuador.

This phenomenon is known as 'the third wave' of democratization (after previous waves in the 19th and early 20th centuries). This course, which is a follow-up on the course 'Democratization 19th-20th centuries' in period 4, inquires into the third wave in Southern Europe and Latin-America in a comparative way. Examples of the issues to be discussed are : How did the spread of democratization actually occur ? What were the popular expectations and ideals ? What were the current visions of democracy ? What were the limits of democratization ? Finally, we will try to answer the general question to what extent democratization in these regions can be called a success.

**Form of tuition**

Seminars

**Type of assessment**

Essay (80 %), presentation and participation to discussions

**Course reading**

To be announced

**Entry requirements**

First year completed

**Target group**

Second year's BA students major contemporary history and global history, (exchange) students with a Humanities/Political Sciences profile.

**Remarks**

Attendance mandatory.

## Dutch Colonialism in European Perspective

<b>Course code</b>	L_GCBAGES212 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	F.H. Sysling MA
<b>Teaching staff</b>	F.H. Sysling MA
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

**Course objective**

Students of this course gain an informed understanding of the nature of colonial encounters in the nineteenth and twentieth century. They read and critically evaluate texts about colonial encounters and gain insight in the possibilities of comparative perspectives. They set up their own research project and improve skills in formulating a research question, analysing primary sources, writing, (oral) presentation and argumentation.

**Course content**

European presence in the non-western world dates back as far as the 17th century, but in the second half of the nineteenth century, colonialism underwent a major change in intensity. This meant that more and more westerners encountered non-westerners, often with little or no previous knowledge of one another. This course looks at the understandings and misunderstandings that followed. How were encounters both local and conditioned by regional, national, and global structures? How have these encounters patterned global relations between representatives of different cultures until the present day? This course will look at what literature tells us about the nature of these encounters in different regions under different colonial regimes, with a special focus on the Dutch Empire. Students will be encouraged to write a paper on primary sources in their own language.

**Form of tuition**

The course will be taught by a series of seminar sessions discussing the required readings. Students will be expected to prepare and participate actively. Several weeks will be used for presentations by students. Students take a subject of their choice and set up a small research project which they present and which they develop into a final paper. One excursion is planned.

**Type of assessment**

Students will be assessed on their class participation, written assignments, oral presentation and a final paper

**Course reading**

To be announced

**Entry requirements**

Admitted to BA 2; ACVA

**Target group**

Second year BA students major Contemporary Histor; minor students and exchange students. The course is part of the international minor The Dutch in the World

**Remarks**

Maximum number of participants: 22.

## Dutch Literature and Culture of the Golden Age

<b>Course code</b>	L_NOBAALG005 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. P.H. Moser
<b>Teaching staff</b>	dr. P.H. Moser
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	100

**Course objective**

Students completing the course successfully will have knowledge of important features and specimens of Dutch Renaissance literature and culture in a European context. They will be able to recognise, name and describe different literary genres, and analyse their social, political and historical functions, relating them to relevant developments and events; relate Renaissance literary texts to biblical and/or classical sources; trace, find, study, criticise and use secondary material, both in word and in image, in libraries, museums, and on the internet; question and discuss their material; express their findings both orally and on paper.

**Course content**

This course focuses on Dutch literature and culture of the Renaissance period (approx. 1550-1700) within the context of the Renaissance as a European movement. What is typically Dutch about Vondel and Rembrandt, when compared to Shakespeare and Michelangelo? We look at the spread of the Renaissance movement through Europe, from Italy to the Dutch Republic, as well as its development in time. Literary texts will be related to other cultural products and to their historical, political and philosophical background. On a more theoretical level, we discuss the 'Renaissance' concept in its different ramifications, studying contemporary views as well as representations of the Golden Age during

the nineteenth and twentieth centuries.

### Form of tuition

#### Seminar

Each week, students will read articles and literary texts on a given theme: poets in society, poetry and religion, literature and ideology, the poet and everyday life, moral landscapes, literature and the visual arts, Holland as a literary and cultural staple market. The students are asked to prepare answers to questions that will be discussed in class. Active participation in discussions is encouraged.

### Type of assessment

written exam (60%); paper (40%)

### Course reading

Maria A. Schenkeveld, Dutch Literature in the Age of Rembrandt. Themes and Ideas. Amsterdam/Philadelphia 1991. Peter Burke, The Renaissance (any edition).

### Target group

Students taking the minor 'Dutch in the World'; exchange students.

### Remarks

There will be an excursion in period 3. This excursion is part of the assessment. Class attendance is compulsory. Missing one class (with notification beforehand) is allowed; missing two classes needs to be compensated with an extra assignment; missing three classes or more means that the student can no longer take part in the course.

## Early Christian Studies: Biblical Exegesis and the Formation of Christian Culture

<b>Course code</b>	L_XCBAGLT304 ()
<b>Period</b>	Period 4+5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. N.M. Vos
<b>Teaching staff</b>	dr. N.M. Vos, dr. P.J. Rose
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

### Course objective

The student gains, by way of independent study as well as participation in seminars, knowledge of both literary and historical issues of interpretation related to the work of various important early Christian authors. During the course, the student will widen the scope of experience already acquired in terms of the use of handbooks, reference works, and other types of scholarly literature. Each student is expected to present a paper about a particular textual passage; in doing so, the student will pay attention to various aspects of the text, such as structure and style, wider literary context, and cultural/historical setting. This presentation is then followed by group discussion. As part of the course, the student will write an essay on the complex of problems dealt with during the presentation and the discussion. The course is completed by an oral examination during which the various

elements of the course will be addressed (personal reflection and study, presentation of the paper, and the final essay). Clear expression of personal opinion based on sound argumentation is considered a vital ingredient of this course; active participation during the seminar sessions and the discussion is expected. The grading procedure is explained on the Blackboard website for this course.

### Course content

In the first century CE, Christianity emerged: it started out as a small movement within Judaism but during the following centuries it grew into a religious movement that spread across the entire Imperium Romanum. At this time, a multifaceted Christian culture was formed. In her book *Biblical Exegesis and the Formation of Christian Culture*, professor Frances Young analyses the complex process of early Christian identity formation. In this context, the Bible is of crucial importance: it became the text on which Christians based their religion and in this sense, all early Christian literary expressions are informed by the Bible. In addition, professor Young addresses the issue as to how Christians developed a new Christian culture based on the exposition of Scripture. She concludes that ancient Christian authors distanced themselves from their Greco-Roman and Jewish contemporaries while also competing with them. At the same time, much of their hermeneutical method and rhetorical style was derived from their rivals. Young explains how classical paideia and Jewish forms of textual interpretation influenced early Christian reading strategies. On the basis of Young's research, primary sources are studied during the course, written by, for instance, Origen of Alexandria, Gregory of Nyssa, and Augustine of Hippo. In this way, it becomes clear how, based on existing principles of textual interpretation ('Biblical Exegesis'), a new and unique complex of religious meanings was established ('Christian Culture').

### Form of tuition

Seminar

### Type of assessment

Presentation; paper; oral examination

### Course reading

Frances Young: *Biblical Exegesis and the Formation of Christian Culture*, Cambridge 1997

### Target group

Students interested in early Christian Greek and Latin, ancient history, theology.

## Elementary Course Babylonian 1

<b>Course code</b>	L_SABAOHK105 ()
<b>Period</b>	Period 1
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Seminar

<b>Level</b>	100
--------------	-----

### Course objective

In Babylonian 1 students will be introduced to the basic grammar, basic vocabulary of the Old Babylonian dialect of Akkadian, as well as to the cuneiform writing system. The course will train students to study languages in a highly structured way and will strengthen the student's ability to deal easily with English (Latin-based) grammatical terminology. This is an added value because familiarity with this terminology is a prerequisite for using any modern grammar (of any language) on university level. The course is an applied example of an internationalized BA-education, not only because the language of tuition is English, but also because a) students will make acquaintance with the German academic tradition of Assyriology, b) students will discover different (non-European) ways of how languages can work, and c) students will discover origins - of their Christian culture but also of social and legal institutions that have remnants in Near Eastern cultures today.

### Course content

Teaching of grammar, vocabulary and cuneiform signs

### Form of tuition

Lecture, seminar (werkcollege)

### Type of assessment

Written examination (grades 0-10)

### Target group

Beginners

### Remarks

Regular course attendance obligatory. Course cannot be continued if more than four meetings were missed.

## Elementary Course Babylonian 2

<b>Course code</b>	L_SABAOHK106 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	100

### Course objective

The course teaches grammar and vocabulary of the Old Babylonian dialect of Akkadian. Students will read the first texts in transliteration and thereby get acquainted with Babylonian society and culture. Students who major in Babylonian will develop reading skills in Neo-Assyrian cuneiform. Students who do the minor "Ancient Near Eastern Languages and Cultures" will complete the study of grammar in period 3, so that they

are able to evaluate and analyze an edited Akkadian texts in secondary literature. The course is an applied example of an internationalized BA-education, not only because the language of tuition is English, but also because a) students will make acquaintance with the German academic tradition of Assyriology, b) students will discover different (non-European) ways of how languages can work, and c) students will discover origins - of their Christian culture but also of social and legal institutions that have remnants in Near Eastern cultures today.

### Course content

Teaching of grammar, vocabulary and signs. Reading of the first simple texts in Babylonian. In period 3 majoring students (and all who want to continue with Babylonian) will study cuneiform signs mainly in self-study. Students who leave the course after January will complete the grammar.

### Form of tuition

Lecture, seminar (werkcollege in period 2), self-study (period 3)

### Type of assessment

Written examination (grades 0-10)

### Course reading

M. Van de Mieroop, A History of the Ancient Near East ca. 3000-323 B.C., ; D. Snell, A Workbook of Cuneiform Signs. Undena Publications 1999.

### Entry requirements

Elementary Course Babylonian 1 (L\_SABAOHK105)

### Target group

Beginners

### Remarks

Regular course attendance obligatory. Course cannot be continued if more than four meetings were missed.

## Elementary Course Babylonian 3

<b>Course code</b>	L_SABAOHK107 ()
<b>Period</b>	Period 4
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	100

### Course objective

The objectives are the enlargement and consolidation of grammatical and lexical knowledge, the development of translation skills, and a reinforcement of reading abilities in Neo-Assyrian cuneiform.

### Course content

Teaching of Babylonian morphology and syntax, reading of the Codex Hammurapi

**Form of tuition**

Lecture, seminar (werkcollege)

**Type of assessment**

Written examination (grades 0-10)

**Course reading**

Codex Hammurapi (Cuneiform text in: R. Borger, Assyrisch-Babylonische Lesestücke. Translation in: M. Roth, Ancient Mesopotamian Law Collections.) It is not necessary to buy these books.

**Entry requirements**

A passing grade in Elementary Course Babylonian 2 (L\_SABAOHK106) must have been awarded in the current academic year. Students who received a passing grade in previous years or learned Babylonian somewhere else must demonstrate that they have adequate language skills by passing an intake test on the level of the final exam of Elementar Course Babylonian 2. To do the intake test, please contact the instructor at least one week before the start of period 4. It is, however, recommended to contact the instructor already at the beginning of period 2 (November) to make sure that an adequate level can be reached at the beginning of period 4.

**Target group**

Beginners with some knowledge of Babylonian

**Remarks**

Regular course attendance obligatory

## Elementary Course Babylonian 4

<b>Course code</b>	L_SABAOHK108 ()
<b>Period</b>	Period 5+6
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	100

**Course objective**

Consolidation of grammatical and lexical knowledge, training of reading skills in cuneiform

**Course content**

Continuation of the reading of the Codex Hammurapi and reading of other Babylonian texts, such as "Ishtar's descend to the Netherworld"

**Form of tuition**

Lecture, seminar (werkcollege), self-study (period 6)

**Type of assessment**

Written examination (grades 0-10)

**Course reading**

R. Borger, Assyrisch-Babylonische Lesestücke. (It is not necessary to buy this book).

**Entry requirements**

A passing grade for the Elementary Course Babylonian 3 (L\_SABAOHK107) must have been awarded in the current academic year. Students who received a passing grade in previous years or learned Babylonian somewhere else must pass an intake test on the level of Elementary Course Babylonian 3. Please contact the instructor at least one week before the beginning of the period.

**Target group**

Beginners with knowledge of Akkadian

## Empire and Continental Europe

<b>Course code</b>	L_GCBAGES304 ()
<b>Period</b>	Period 4+5+6
<b>Credits</b>	9.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. S. Legene
<b>Teaching staff</b>	prof. dr. S. Legene
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

**Course objective**

To improve knowledge about state and political developments in Europe, related to post war reconstruction, decolonisation, cold war, European unification. To further understanding of relationships between national and international structures and processes. Training in writing review essays and developing opinions and views about historical interpretations. Research into historical background of topical issues based on secondary literature with regards to national identity and its relationship to other collective identities (like ethnicity and race, class, religion, or gender) and/or citizenship.

**Course content**

Three developments that played a major role in European history after 1945 will be central to this course: 1) The reordering of European national states in two antagonistic 'blocks' and the disintegration of these two camps as well as of a number of national states after 1989. The separation and subsequent reunification of East and West Germany exemplified the emergence and dissolution of an almost absolute divide between the 'Eastern bloc' and the 'free West'. 2) The changes within Europe as a result of decolonisation (especially France, UK, the Netherlands). 3) The gradual European integration process and the strained relationship between 'Europe' and the various nation states. These developments can only be understood in their historical context. Starting from theoretical and historical literature, students will work

on a common research question, that will be discussed through individual case studies, regarding one of these three developments. Another option is an historiographical case study on national identity in relationship to other collective identities, to imperialism, and decolonisation, the German question, or to 'Europe'.

**Form of tuition**

The course will be structured as follows: period 4 starts with two introductory lectures; discussion based on secondary literature, prepared through review essays, that will be presented in class. In period 5 emphasis lays on writing the own case study, that refers to the common research question. Guest lecturers will address the topics selected in period 4.

Students play an active role during class sessions. At a final seminar all papers will be presented.

**Type of assessment**

Active participation in the weekly seminar sessions (class attendance mandatory) (25%), review essay (25%), presentations (10%) and final essay (40%)

**Course reading**

One monograph on Europe in the 20th century will be selected as a common reference book. In previous years Judt, Postwar and Mazower, Dark continent had been selected. The monograph for this course still has to be decided and will be announced in time.

**Entry requirements**

BA2 courses contemporary history completed

**Target group**

Third-year major Contemporary History; international exchange students, after approval by teaching staff

**Remarks**

Maximum number of participants: 22.

**English Discourse Analysis**

<b>Course code</b>	L_EABAETK201 ()
<b>Period</b>	Period 1+2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. A.J. Cienki
<b>Teaching staff</b>	prof. dr. A.J. Cienki, prof. dr. M. Hannay
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

**Course objective**

Students gain an overview of notions current in the analysis of written texts (period 1) and spoken discourse (period 2) and develop skills to apply them to a variety of texts in English.

**Course content**

Students learn to differentiate a number of different sorts of text types from each other and analyse them from a linguistic point of view. Specific topics involved include lexical choice, grammatical framing, communicative actions, text structure and context.

**Form of tuition**

Preparation for each class involves some theoretical reading and the analysis of a sample text. Lectures in class help explain the reading, and the texts analyzed by students are then discussed in class.

**Type of assessment**

Written exam at the end of period 1 (on written text analysis) and the end of period 2 (on spoken discourse analysis). Students must pass both exams with a mark of at least 5.5 in order to pass the course.

**Course reading**

Selected journal articles and book chapters will be provided.

**Entry requirements**

For foreign/visiting students: an introductory course in linguistics.

For BA students at the VU: see the Dutch description of this course in the studiegids.

**Target group**

Second-year students majoring in English linguistics

**English Language Skills, Writing Skills**

<b>Course code</b>	L_ETBAETK207 ()
<b>Period</b>	Period 4
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	G.A. Dreschler MA
<b>Teaching staff</b>	G.A. Dreschler MA
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

**Course objective**

Writing: improving skills in formulating complex ideas in a clear and coherent way, corresponding to C1 level of the Common European Framework of Reference [CEFR] self-assessment grid and corresponding to C1 features of range, accuracy and coherence of the qualitative aspects of spoken language use, applied to written production (also based on the CEFR); improving skills in writing a concise and coherent review of the literature on a linguistic topic.

**Course content**

The course offers (a) training in revising common coherence problems with the help of CORONA; (b) practice in writing academic texts; (c) training in quoting and referring: when to refer to other texts and how.

**Form of tuition**

2 hrs per week seminar.

### Type of assessment

A series of short writing assignments; a final essay of 2000 words.

### Course reading

Hannay, M. & J.L. Mackenzie (2009). *Effective Writing in English*. 2nd edition. Bussum: Coutinho. Separate materials available via Blackboard.

### Entry requirements

Inleiding taalwetenschap; Taalverandering; Grammatica Engels; Lexis Engels; Schrijven en schrijftaal van het Engels; Spreken en spreektaal van het Engels; Fonetiek.

### Target group

Second-year students major English linguistics; premaster students of English.

### Remarks

Obligatory attendance.

## English: Talk in Context

<b>Course code</b>	L_ETBACIW101 ()
<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. T. Krennmayr
<b>Teaching staff</b>	dr. T. Krennmayr, drs. F. Teunissen, dr. L.M. Rupp
<b>Teaching method(s)</b>	Lecture, Seminar, Study Group, Education
<b>Level</b>	100

### Course objective

You are able to describe the major concepts in the study of phonetics and phonology, with particular application to English. You are able to explain the significance of phonetic and phonological concepts for the fields of, for example, English pronunciation and variation in English and English language teaching. You are able to recognize important lexical, grammatical, and co-verbal characteristics of spoken language in general, and of spoken English in particular, and apply them in the analysis of video-recorded talk.

You are able to identify phonetic, phonological, lexical, grammatical, prosodic, and gestural features of spoken English. An important goal of the course is to make you aware of differences between spoken behavior of native speakers of English and your own so that you can see where misunderstandings may occur – in interactions with native speakers or with other non-native speakers of English coming from other language backgrounds.

### Course content

International Phonetic Alphabet; speech organs; English vowels and consonants; phonemes, phones, allophones; phonetic transcription; syllable structure; word stress and sentence stress; the discourse circumstances of conversation; grammar in real-time construction; lexis

and spoken discourse; elements and functions of prosody; spoken communication as multimodal. Students will lead analyses of video data of different varieties of talk in English in various contexts. This will include taking part in and recording a conversation via skype with counterparts from a university abroad, arranged by the instructor, to learn more about their own and other accents in English as well as features of different varieties of English as a native or foreign language. Finally, students will be informed of examples of jobs where concepts learned in the class can be applied.

### Form of tuition

Lectures, practical exercises, presentations, class participation

### Type of assessment

An exam (50%), class participation (25%), and presentations in class (25%)

### Course reading

Carr, P. 1999. English Phonetics and Phonology. Blackwell.  
Rupp, L. 2013. Uitspraakgids Engels voor professionals. VU Uitgeverij.  
Other book chapters and articles.

### Entry requirements

Academic Skills; Academic English

### Target group

First-year students of Communication and Information Studies

### Remarks

This course is obligatory in the first year. Attendance is compulsory.  
This course is a prerequisite for the second year courses Global English and Analysing Talk and Text.

## From Commonplace to Copy-Paste

<b>Course code</b>	L_NOBAALG004 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. P.H. Moser
<b>Teaching staff</b>	dr. P.H. Moser
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	100

### Course objective

The main goal of this course is to place modern ways of dealing with digital texts into a historical perspective. It has often been suggested that the digital revolution has changed people's reading habits: while people used to read entire books, carefully digesting all of the contents, modern day reading is thought to be fragmentary and restless. Readers 'zap' through various texts at a time and compose their own body of information by gathering quotes and snippets. While printed texts are considered to be relatively stable, digital texts are viewed as malleable and fluid: they can be changed easily, and it can be hard to

define one single author for one text. This course will demonstrate that fragmentary reading, malleable texts and collaborative writing have existed in the past as well.

### Course content

The course focuses on a comparison between the early modern tradition of composing manuscript commonplace books and the way in which people today create new texts by copying and pasting fragments and quotes in a digital environment. You will learn to make cross-overs between periods and disciplines by studying material from the sixteenth century to the present day, and by reading state-of-the art articles from different disciplines, such as book history, cultural studies, internet inquiry, media studies and communication studies.

### Form of tuition

Seminar. In preparation for each class, students will read articles and make weekly assignments. The articles and assignments will be discussed in class. They will serve as the basis for the final essays.

### Type of assessment

Assessment consists of two elements: a series of weekly assignments (40%) and a written essay (60%). Grades will be given on a scale from 1 to 10. One grade may compensate another.

### Course reading

Some preliminary titles (additional titles will be given before the beginning of the course): Tatjana Chorney, 'Interactive Reading, Early Modern Texts and Hypertext: A Lesson from the Past'. [2005] Available online on: <http://www.academiccommons.org/commons/essay/early-modern-texts-and-hypertext>; Ann Blair, 'Reading Strategies for Coping With Information Overload ca. 1550-1700'. Journal of the History of Ideas 64.1 (2003) 11-28 (available online through [http://muse.jhu.edu/journals/journal\\_of\\_the\\_history\\_of\\_ideas/v064/64.1blair.html](http://muse.jhu.edu/journals/journal_of_the_history_of_ideas/v064/64.1blair.html))

### Entry requirements

A good understanding of the English language.

### Target group

The course is open to all students. It is recommended for students of History, Literature, Arts, Cultural Studies and Cultural Anthropology.

### Remarks

All classes are compulsory. Missing one session (with due notification) is allowed; missing two sessions must be compensated by making an extra assignment; missing three sessions or more means that the student can no longer take part in the course.

## Global English

<b>Course code</b>	L_ETBAETK209 ()
<b>Period</b>	Period 1+2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren

<b>Coordinator</b>	dr. L.M. Rupp
<b>Teaching staff</b>	dr. L.M. Rupp
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### **Course objective**

#### 1. Knowledge

You are able to describe the salient features of major varieties of English, and the way in which these varieties have evolved.

You are able to describe theories of language variation and change, language acquisition, and language and identity, as well as practices and methods in teaching English as a second or foreign language/lingua franca.

#### 2. Skills

You are able to apply this knowledge in analyses of concrete situations of the globalization of English, for instance language policy making in education, business and other institutions.

#### 3. Attitude

You are able to present a well-informed perspective of the nature of different Englishes and the impact of the globalization of English on speakers of English around the world.

### **Course content**

In this course we consider the world-wide spread of the English language. We begin with areas where English is spoken as a first language (England, the Celtic countries, the US, Australia, etc.). We then move on to regions where English is spoken as a second language (Africa and Asia) and from there to regions where English is used as a foreign language or lingua franca (eg. Europe, the Netherlands). We will explore different issues in the globalization of English. These include linguistic aspects (variation in English, world Englishes), social issues (dialect perception, attitude to language, and language and identity), literary concerns (postcolonial literatures), and the impact on education, business and other institutions (language policy).

### **Form of tuition**

Interactive lectures, supported by audiomaterial. Students are expected to do weekly reading and set assignments in preparation for the classes.

### **Type of assessment**

Written exam at the end of period 1 (50%) and Wiki-page (50%).

### **Course reading**

Schneider, E.W. (2011) English around the World. Cambridge University Press.

Other literature and material is listed in the Course Manual and will be made available in the VU library, in the classes or on Blackboard.

### **Entry requirements**

First-year undergraduate courses in English Linguistics or equivalent.

### **Target group**

Second-year undergraduates with a major in English; international students.

### **Remarks**

Class attendance is obligatory (80%). In addition to this, 80% of the coursework should be submitted before the set deadlines in order to be awarded a final grade.

## Greek and Latin Patristic Literature

<b>Course code</b>	L_XCBAALG001 ()
<b>Period</b>	Period 1
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. N.M. Vos
<b>Teaching staff</b>	dr. N.M. Vos
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

### Course objective

The student will acquire knowledge of both literary and historical issues of interpretation with reference to a number of important early Christian, i.e., patristic, authors. In addition, the student will apply already existing skills (adequate use of handbooks, reference works and other scholarly literature) and hone these even further.

### Course content

A number of texts from a variety of genres will be analyzed and contextualized, e.g., the tractate, works of hagiography, a sermon, and poetry. These were written by a wide range of authors, representative of both the Greek and Latin speaking worlds across the centuries, such as Justin Martyr, Origen of Alexandria, Gregory of Nyssa, Ambrose of Milan, and Augustine of Hippo.

### Form of tuition

Seminar. Instruction by member of staff in seminar form: texts will be studied in advance and commented upon during sessions. In addition, secondary literature will be discussed. Also, each student will present a passage that has been prepared, commenting on various aspects of the text: internal structure, argumentation, broader literary and historical context (the so-called *Sitz im Leben*). These presentations are followed by group discussion. Participation of the group members and expression of both scholarly and personal opinion are important aspects of this course.

### Type of assessment

Written examination

### Course reading

Literature will be posted on blackboard.

### Entry requirements

Adequate knowledge of classical Greek and/or Latin; preferably the course 'Ancient Christianity' (Antiek Christendom).

### Target group

Students with adequate knowledge of Greek and/or Latin; students GLTC (classics), ancient studies/ancient history, and theology/religious

studies.

### Remarks

Attendance compulsory: at least 80 %; otherwise exam cannot be taken.

## Greek Linguistics

<b>Course code</b>	L_XGBAGRI207 ()
<b>Period</b>	Period 5+6
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. mr. R.J. Allan
<b>Teaching staff</b>	dr. mr. R.J. Allan
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### Course objective

The objective of this course is to deepen the knowledge of Greek syntax and semantics, to acquire familiarity with modern linguistic theory and methodology, to acquire knowledge of Greek accents. The student learns how to collect data by searching digital databases.

### Course content

Various topics from Greek syntax, Greek accentuation, working with TLG-database.

### Form of tuition

Seminar. Attendance is obligatory. In case of absence of more than 20% of the course, the student will be excluded from taking the exam.

### Type of assessment

Written exam (period 5) and research assignment (period 6)

### Course reading

Rijksbaron e.a., 2000, Beknopte syntaxis van het klassiek Grieks; reader

### Entry requirements

First year major Greek

### Target group

Second year students major Greek or Ancients Studies with Greek.

## Hellenism from Alexander the Great to Severus Alexander

<b>Course code</b>	L_GOBAGES203 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. J.J. Flinterman
<b>Teaching staff</b>	dr. J.J. Flinterman, prof. dr. R.J. van der Spek

<b>Teaching method(s)</b>	Lecture
<b>Level</b>	300

### Course objective

By following this course students train their ability to pick up information from English-language scholarly literature. By immersing themselves in the history of a specific cultural area in a specific period, they get acquainted with discussions about the use of concepts such as 'period', 'culture', and 'acculturation', thus enlarging their understanding of the problems involved in studying (ancient) history. By getting acquainted with often conflicting views in scholarly literature and by discussing these views in class, they will sharpen their ability to think critically as well as to participate in historical debates.

### Course content

The concept 'Hellenism' was coined by the nineteenth-century German historian Droysen as a characterization of Greek civilization after Alexander the Great. In the actual practice of the study of history, it has gained currency as the designation of the period until 30 BC when, with the annexation of Ptolemaic Egypt, the Roman conquest of the Greek world was completed. Politically this was an important break, but it may be questioned whether culturally the coming of Rome had a similar impact. Anyhow, it seems advisable not to confine the study of the era starting with Alexander to the period before the battle of Actium. In this course, we will use the end of reign of the last emperor of the Severan dynasty (193-235 AD) as the upper limit of the period on which we focus. Within this period we will study the development of Greek culture in its interaction with the cultures of the Ancient Near East and with the power of Rome.

### Form of tuition

Lectures, discussions in class

### Type of assessment

Written examination, for which at least a 6 (out of a scale of 10) should be scored.

### Course reading

Information will be given at the first session of the course as well as on Blackboard.

### Entry requirements

Introductory course in Ancient History of at least 6 ECTS

### Target group

Second year students of History, second and third year students of Ancient Cultures.

### Remarks

Attendance is obligatory. Information given only during classes can be part of the written examination.

## Hindustani Migration History

<b>Course code</b>	L_AABAGES201 ()
<b>Period</b>	Period 2+3

<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. C.E.S. Choenni
<b>Teaching staff</b>	prof. dr. C.E.S. Choenni
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### **Course objective**

Students of this course will gain an informed understanding of the migration history of Hindustanis- Indians who migrated from India to the colony Suriname- and after 100 years to the Netherlands. They are the largest ethnic group in Surinam and in the Netherlands among the Surinamers. But they remain to some extent an invisible group in the Netherlands, although they number almost one percent (160,000) of the Dutch population. They read and critically evaluate texts about the immigration and gain insight concepts like migration, multiple identity, integration and diaspora. They set up a small research project and improve skills in formulating a research question, analysing primary sources, writing, (oral) presentation and argumentation.

### **Course content**

This course will first focus on the emigration of the 34,000 Indentured Indian labourers from India to Surinam between 1873-1916 to work on the plantations after the abolishment of slavery. Then the integration of Hindustanis in Surinam will be studied. The mass emigration (1973-1975) to the Netherlands before the independence of Surinam will be addressed. Then the integration in the Netherlands will be treated. The relative successful integration of Hindustanis will be analysed. The role of cultural heritage, ethos, opportunity structure and ethnic identity will be explained. This course will look at what literature tells us about the Indian diaspora and Bollywood. Students will be encouraged to write a paper based on primary sources such as colonial reports in their own language.

### **Form of tuition**

The course will be taught by a series of seminar sessions discussing the required readings. Students will be expected to prepare and participate actively. The last two weeks will be used for presentations by students. Students take a subject of their choice and set up a small research project which they present and which they develop into a final paper. One excursion to a Hindu school and a temple in The Hague is planned.

### **Type of assessment**

Students will be assessed on their class participation, written assignments, oral presentation and a final paper

### **Course reading**

To be announced

### **Entry requirements**

Admitted to BA 2

### **Target group**

Second year BA students major Contemporary History; minor students and exchange students. The course is part of the international minor The

**Remarks**

Maximum number of participants: 20.

## Historical Texts Assyria

<b>Course code</b>	L_SABAOHK205 ()
<b>Period</b>	Period 1
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

**Course objective**

This course aims to improve the student's Akkadian translation and reading skills with particular emphasis on Standard and Late Babylonian dialect and Late Babylonian cuneiform. Students will expand their knowledge base of historical facts and learn to evaluate historical sources critically. Students will acquire methods of modern historiography.

**Course content**

Reading of important historical texts from the period between 626 BC and the 3rd century BC (the beginning of the Neo-Babylonian empire until the Hellenistic period). Akkadian texts will be juxtaposed with descriptions of the same event in the Bible and/or related episodes in the works of Greek and Roman historiographers.

**Form of tuition**

Seminar (werkcollege)

**Type of assessment**

Participation in class and homework, oral presentation (grades 0-10), aanwezigheidsplicht.

**Entry requirements**

Babylonisch Id or adequate language skills in Akkadian

**Target group**

2nd and 3rd year students of Ancient Studies with Babylonian

**Remarks**

The course will be offered in alternating years with Historical Text B. This course will be taught in 2013-2014. It is recommended to attend the course History and Culture of the Ancient Near East once alongside Historical Texts A or B.

## History and Cultures of the Ancient Near East A

<b>Course code</b>	L_SABAOHK206 ()
--------------------	-----------------

<b>Period</b>	Period 1
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	200

### Course objective

The course aims at the expansion of the student's knowledge of Ancient Near Eastern history, culture, texts and archaeological artefacts.

### Course content

The content of this class is the geography, languages, peoples, history, the social and economic structures of Ancient Mesopotamia, illustrated by texts in translations and ancient Assyrian and Babylonian art. It aims to be an introduction to three millennia of ancient Mesopotamian history and society for everyone who is interested.

### Form of tuition

Lecture, seminar (werkcollege), short oral presentation by students

### Type of assessment

Written Exam (grades 0-10)

### Course reading

M. Van de Mieroop, A History of the Ancient Near East ca. 3000-323 BC. (2007). J.N. Postgate, Early Mesopotamia. Society and Economy at the Dawn of History (London and New York 1992).

### Target group

all

### Remarks

All students (except those who study OHK+Babylonian as a major) should combine the A-part of this course with the B-part (L\_SABAOHK213) to get a complete overview of the history. The B-part consists of self-study and occasional meetings. Both parts are complimentary and are tested in one combined exam. The B-part cannot be taken without the A-part. Regular course attendance is obligatory for the A-part.

## History and Cultures of the Ancient Near East B

<b>Course code</b>	L_SABAOHK213 ()
<b>Period</b>	Period 1
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

**Course objective**

The course aims at the acquisition of knowledge about the history of the ancient Near East, in particular Mesopotamia, in the first millennium BC.

**Course content**

Students will study the history of the ancient Near East in the first millennium BC by reading and studying the textbook and other course material.

**Form of tuition**

Self-study (mainly), occasional course meetings (to be announced in 'History and Culture of the Ancient Near East A')

**Type of assessment**

Written examination (grades 1-10)

**Course reading**

See "History and Cultures of the Ancient Near East A" (L\_SABAOHK206).

**Entry requirements**

Students who enroll in this course must at the same time enroll in "History and Cultures of the Ancient Near East A" (L\_SABAOHK206).

**Target group**

Students who do the A-part of the same course (except students who major in OHK or Greek+Babyloian)

**Remarks**

This course is complementary to "History and Cultures of the Ancient Near East A" (L\_SABAOHK206). It is not possible to do the B-part without doing the A-part at the same time. Both parts will be tested in one combined exam.

## History of Ancient Near Eastern Literature

<b>Course code</b>	L_SABAOHK109 ()
<b>Period</b>	Period 5
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	100

**Course objective**

Students will get acquainted with various works of Mesopotamian literature, their historical background, and the philosophical and everyday life problems treated in them. Students shall discover that some of these age-old stories can still be relevant for us today. One of the goals of this course is that students later remember the Gilgamesh epic and the other stories, as well as literary motives that turn up in different stories and their interpretation. At the end of this course

students will be able to talk about intertextuality, literary motives, oral and aural literature and how stories spread in time and place. The course is also an introduction into the question of oral literature, text transmission, the evolution of epic literature and to the methodology of a comparative literary analysis of ancient literary texts. We can trace the evolution of the Gilgamesh epic over three thousand years – this is a unique situation. During your studies you will encounter Homer and other classical literary texts in Greek and Roman or in the Bible. The knowledge gained in the more theoretical parts of this course will help you to put these sources in perspective. You will learn a methodology which you can apply to any type of ancient literature during your university education or even beyond. As this course is taught in English, you will train your confidence in speaking up in class and make articulate contributions in English - thereby it will contribute to an internationalization of your BA-education.

### Course content

Literary works treated: Sumerian Debate Poems, Wisdom Literature, The Aratta Cycle, Myths of the Netherworld Cycle (death and resurrection), Adapa Myth, Etana Epic, Gilgamesh Epic. Theoretical and methodological issues will be treated in various lectures.

### Form of tuition

Lecture

### Type of assessment

Written examination (grades 0-10)

### Course reading

A. George, The Epic of Gilgamesh (Penguin classics 1999).

### Target group

all

### Remarks

Regular course attendance is obligatory. Not more than one meeting may be missed.

## History of Emotions

<b>Course code</b>	L_GABAALG004 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. I.B. Leemans
<b>Teaching staff</b>	prof. dr. J.M. Koppenol, dr. K. Steenbergh, prof. dr. I.B. Leemans, prof. dr. H.W. Roodenburg
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

### Course objective

Acquire knowledge on History of Emotions, practice with interdisciplinary research methods, conduct individual research, analyse sources, write research paper.

**Course content**

The history of emotions is one of the most challenging and dynamic research field in contemporary cultural history. In this research field, insights from diverging disciplines are combined: both historical, philosophical and medical disciplines now concern themselves with the problem of what part should be ascribed to emotions and emotive behavior in political, social and cultural processes. This is a research class, which will be concluded with a paper. Students can research various topics, such as early modern medical and philosophical emotionology, emotions on stage, weeping in the pulpit, pathos in political speeches, sentimental novels or empathy as revolutionary concept.

**Form of tuition**

Lectures - tutorials

**Type of assessment**

Paper, presentations, participation

**Course reading**

Course reader

**Target group**

The course is open to all students. It is recommended for students of History, Literature, Arts, Cultural Studies and Cultural Anthropology

## History of the Levant A

<b>Course code</b>	L_SABAOHK215 ()
<b>Period</b>	Period 2
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber, prof. dr. K. Spronk
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	200

**Course objective**

Knowledge and understanding of the significance of the Levant for the origin of Israelite culture and religion in the context of Near Eastern History. Critical evaluation of relevant scholarly debates.

**Course content**

History of the Levant is the history of Syria, Phoenicia and Palestine from the Late Bronze Age to the Hellenistic period. Special attention will be paid to the history of Israel in its context, i.e. the history of Ugarit and the Phoenician cities, other Syrian and Palestinian city states and the presence of the Asian empires of the Assyrians, Babylonians and Persians; the Hebrew Bible as historical source; the importance of the Babylonian captivity.

**Form of tuition**

Lecture

**Type of assessment**

Term paper

**Course reading**

To be announced

**Target group**

Students of BA Ancient Cultures, BA Theology, PThU; Students of the Minor Languages and Culture of the Ancient Near East; all students with interest in the Bible and the history of the Near East.

**Remarks**

The course can be continued with the course History of the Levant B in period 3. It is a tutorial for which students are required to write a paper concerning a topic raised in History of the Levant A under personal guidance of one of the tutors.

## History of the Levant B

<b>Course code</b>	L_SABAOHK216 ()
<b>Period</b>	Period 3
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber, prof. dr. K. Spronk
<b>Teaching method(s)</b>	Private study
<b>Level</b>	200

**Course objective**

Training in research into a topic of the History of the Levant; critical assessment of the scholarly literature and development of an argued position in this. Writing of a scholarly paper.

**Course content**

Tutorial connected to the course History of the Levant A. Independent work under the guidance of one of the staff members. Proposing a research topic. Personal exploration of relevant sources and literature.

**Form of tuition**

Tutorial

**Type of assessment**

Term paper

**Course reading**

To be announced

**Entry requirements**

Simultaneous or previous enrollment in History of the Levant A (L\_SABAOHK215) in period 2.

**Target group**

Students of BA Ancient Cultures, BA Theology, PThU; Students of the Minor Languages and Culture of the Ancient Near East; all students with interest in the Bible and the history of the Near East.

### Remarks

The course is a continuation of History of the Levant A. History of the Levant B cannot be taken without the A-part.

## Introduction to American Studies

<b>Course code</b>	L_ELBAELK206 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. D.W. Skorczewski
<b>Teaching staff</b>	prof. dr. D.W. Skorczewski
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	100

### Course objective

Students learn to study the United States from a multidisciplinary and interdisciplinary approach. Besides reading literary texts, students will also look at non-literary texts including paintings, political texts, photographs, documentaries, and films.

### Course content

Introduction to American Studies" is both chronologically and thematically organized. Starting with the Puritans who sailed to the New World in the 17th century, we discuss tropes in American Studies, for instance the idea of the Promised Land, the Self-Made Man, and the myth of the West. These myths will be juxtaposed to the reality of American lives then and now.

### Form of tuition

Two-hour seminars each week

### Type of assessment

Take home exam.

### Course reading

Reading materials will be made available via Blackboard.

### Entry requirements

None.

### Target group

Second-year students of Literatures in English specializing in American Studies; premaster-students of Literatures in English; exchange students; students following the American Studies minor.

### Remarks

This course is taught in English; attendance is compulsory.

## Introduction to Cultural History I

<b>Course code</b>	L_GABAALG007 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. I.B. Leemans
<b>Teaching staff</b>	prof. dr. P.B.M. van den Akker, dr. J.H.M. de Waardt, dr. K. Steenbergh, prof. dr. I.B. Leemans
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	300

## Introduction to Cultural History II

<b>Course code</b>	L_GABAALG008 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. I.B. Leemans
<b>Teaching staff</b>	prof. dr. J.M. Koppenol, dr. F.H. Schmidt, prof. dr. I.B. Leemans, prof. dr. H.W. Roodenburg
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	300

## Language and Interaction

<b>Course code</b>	L_ETBAETK206 ()
<b>Period</b>	Period 4+5+6
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. A.J. Cienki
<b>Teaching staff</b>	prof. dr. A.J. Cienki
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### Course objective

In this course, you will:

1. learn how to discuss current research on discourse analysis in a critical and constructive fashion, in writing, in oral presentations, and in group discussions;
2. learn how to analyze the language and genre properties of both written and spoken discourse at an advanced level;
3. become aware of a cross-cultural perspective on English discourse and its analysis;
4. become aware of the wide range of topics, aspects, and methods in discourse analysis, which will provide inspiration for finding a topic for your BA thesis.

### Course content

This specialization course in the second year of the BA program in English Language and Linguistics provides a focus on the study of language and interaction. The course concerns the analysis of English discourse in different forms (writing and speaking) and as used in different language varieties. Special attention is given to how the forms of language used are oriented to and reflect different types of interaction in different contexts. We will also discuss cultural differences that may play a role in communicating in English as opposed to, for instance, in Dutch.

### Form of tuition

Lectures combined with presentations by students.

### Type of assessment

Two presentations in class of small research projects, two short written assignments, three small quizzes, participation in class discussion, and a final paper (2500 words). To pass the course, students need an overall passing grade including a passing grade for the final paper.

### Course reading

Articles accessible through the VU library's e-journals.

### Target group

Second-year students of English linguistics; exchange students

## Literature and Media

<b>Course code</b>	L_ALBALES105 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. D.M. Oostdijk
<b>Teaching staff</b>	prof. dr. D.M. Oostdijk, dr. B. Boter, dr. R.V.J. van den Oever
<b>Teaching method(s)</b>	Lecture, Seminar
<b>Level</b>	100

### Course objective

The overarching aim of this course is to analyze the possibilities and limitations of various media. Students gain knowledge about the different ways in which literature and other media convey meaning, and how literature and other media connect to each other through mixed media, intermediality, and remediation. The Diary of Anne Frank, which has been translated in dozens of languages and has been retold through many different media since the 1940s, will function as the course's case study. By studying the many adaptations of the story of Anne Frank, students will gain in-depth knowledge about the Holocaust and the Second World War in Europe and the way in which those events have been remembered in cultural memory in especially the Netherlands and the United States.

The course teaches students to how to analyze visual texts in comparison to written texts). They will select their own individual project

relating to a remediated version of the story of Anne Frank and present and write about this in English.

### Course content

Beginning with a close reading of Anne Frank's *Het Achterhuis / The Diary of Anne Frank*, this course explores the different ways in which this narrative has been retold. The lectures students provide students with a historical background to World War II, the Holocaust, and the postwar era as well as a theoretical understanding of mixed media, intermediality, and remediation. During the seminars students study children's books, documentaries, movies, museum exhibits, music, plays, poems, and/or sculptures inspired by the story of Anne Frank. Towards the end of the course students select their own remediated version of the Anne Frank story and present about this in class and write about this in an individual essay.

### Form of tuition

Lectures and seminars

### Type of assessment

Written exam, presentation, written essay

### Course reading

Anne Frank, *The Diary of a Young Girl*. Harmondsworth: Penguin Books, 2007. ISBN13: 9780141032009.

Barbara Kirshenblatt-Gimblett and Jeffrey Shandler, *Anne Frank Unbound: Media, Imagination, Memory*. Bloomington: Indiana UP, 2012. ISBN13: 9780253007391.

### Entry requirements

Exchange students need a good command of English, need to have a humanities or social science background, and need to have some experience writing academically in English

### Target group

Students of Literature and Society; exchange students

### Remarks

This course is obligatory in the first year. Attendance is compulsory. Completing this course is a prerequisite for the second year courses.

## Literature, Culture and Society

<b>Course code</b>	L_ALBALES101 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. B. Boter
<b>Teaching staff</b>	prof. dr. J.M. Koppenol, prof. dr. E. Jansen, dr. J.F. van der Meulen, dr. B. Boter
<b>Teaching method(s)</b>	Lecture, Seminar, Practical
<b>Level</b>	100

### **Course objective**

This course trains students in the close reading of literary and critical texts from American, British and postcolonial traditions. Students learn about social and academic debates regarding the relationship between literature and society. They are able to critically reflect on the assigned texts.

Students practice with written and verbal presentations of their own research; are able to provide their peers with constructive feedback; study and discuss texts from a variety of cultural and historical backgrounds, and from diverse disciplinary angles.

### **Course content**

Literary and other cultural texts have changed the way people think and look at the world for centuries. They reveal social injustices and societal ills, offering ideas and ammunition for social change, thereby helping people to imagine different, better realities. A single text may trigger an individual's struggle for emancipation, but also that of a group or a nation. This course will explore the important ways in which literary texts have contributed to societal change and have liberated people throughout the centuries up to the present.

The texts we discuss have instigated individual readers as well as collectivities to discover and become aware of injustices, unfairness and abuse. This course analyzes that process, using the following questions as leading threads in the discussions: Which rhetorical strategies employed in the texts evoke the readers' empathy and possible agency? How do the texts simultaneously assist in emboldening the self, strengthening a nascent community and gaining acceptance from a wider audience? In which way do they balance realities that are already being lived and imagined possibilities that have yet to materialize? How do they interact with other expressions of the struggle for emancipation, by way of imitation, opposition, inscription, appropriation? And finally, how do they function within the communities that they have helped found, how are they remembered, recreated, redefined, and to what purposes?

### **Form of tuition**

Lectures, seminars, practicums

### **Type of assessment**

Attendance and participation; written essay; written exam; presentations

### **Course reading**

To be announced in BlackBoard.

### **Entry requirements**

First year students 'Literatuur en Samenleving': none. Exchange students need a good command of English, need to have a humanities or social science background, and need to have some experience writing academically in English.

### **Target group**

First year students of 'Literatuur en Samenleving'; Exchange students.

### **Remarks**

This course is obligatory in the first year. Attendance is compulsory. This course is a prerequisite for the second year courses Cultural History 1.

## **Literatures of the Anglophone Americas**

<b>Course code</b>	L_ELBAELK305 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. A.S. Raghunath
<b>Teaching staff</b>	dr. A.S. Raghunath
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	300

### Course objective

This course aims to introduce students to a variety of literature written by Asian American authors (US, South America and the Caribbean) who, whilst writing in English, explore their diasporic identities in their work.

### Course content

Each week we shall look at a different aspect of diaspora through the study of short stories and prose narrative texts in conjunction with postcolonial theories to explore the implicit and explicit challenges these writers pose. We shall also highlight the potential relationships and tensions between these very different texts and discuss the new ways in which these authors use literature to explore their new identities.

### Form of tuition

Seminars

### Type of assessment

essay and presentation.

### Course reading

'Diamond Dust' by Anita Desai  
 'The Interpreter of Maladies' by Jhumpa Lahiri  
 'The Joy Luck Club' by Amy Tan  
 'A House for Mr. Biswas' by V.S. Naipaul  
 'The Lonely Londoners' by Sam Selvon  
 Theoretical texts will be provided each week.

### Entry requirements

Finished first year.

### Target group

Third Year students of English, premaster students, Exchange students.

### Remarks

This course is taught in English; attendance is compulsory; exchange students need to contact the lecturer before registering for this course.

## Media History: Film, Television and New Media

<b>Course code</b>	L_ZABAACW108 ()
<b>Period</b>	Period 4+5+6
<b>Credits</b>	9.0

<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. I.L. Blom
<b>Teaching staff</b>	dr. I.L. Blom, dr. J.I.L. Veugen
<b>Teaching method(s)</b>	Lecture

### **Course objective**

To acquire knowledge on the history of audiovisual media, in particular of cinema (part I) and radio, television and digital media (part II) in their cultural historical context through lectures, articles and viewings. To be able to critically reflect on this history, on an academic level, in the forms of either a written exam (part I) or written assignments (part II).

### **Course content**

Part 1: In part I, film will be the central focus. The literature focuses on American and West- European cinema, but the lectures will contain extra information on precinema, cinema in the Netherlands and conventional vs. New Film History. Cinema developed in its first decades from a vaudeville-like program of attractions to a story-telling, narrative medium; from an invention to a popular mass medium, an industry and an art form. Technological, economical, social and aesthetical factors played important parts. For instance: 1) the introduction of the feature film, sound and widescreen; 2) the growth and expansion of cinema's infrastructure such as cinema exhibition and film distribution; 3) the rise of serious film criticism and the changes in the audiences; 4) the role of stardom and the language of performance; and 5) the interchange with such arts as literature, fine arts and theater, but also with television and new media. Therefore, attention will also be paid to the concept of integral or comparative media history. Part II: After an introduction which will look at the use of different (media) sources in the context of the lecture, the following topics will be addressed from a comparative, cultural historical perspective: the history of radio and it's parallels with the history of digital media; the history of the computer as seen through other media; the history of television, especially the Dutch situation; the history of computer generated imagery (CGI), specifically in relation to film; the history of computer games, especially narrative games; and the history of computer networks, digital communities and social media. Every lecture will be underlined by a documentary that will look at a specific aspect of the history of the medium e. g. the role of the radio as a social medium, and by two or more articles stressing the social and/or cultural consequences or impact of the medium from such renowned writers as Marshall McLuhan, Walter Benjamin, Vanevar Bush, Sherry Turckle, etc.

### **Form of tuition**

Lectures (2 hrs p/w); and viewing (2 hrs p/w)

### **Type of assessment**

Part 1: Written exam. Lectures, viewings and literature are all part of the materials to be studied for the exam; literature study is not enough. Part II: Every week the students will be asked to critically reflect and comment on a question related to the lecture, (extra) viewings and articles in the form of a written assignment. Attendance and weekly handing in of the assignment are mandatory.

### Course reading

Part 1: Kristin Thompson, David Bordwell, Film History: An Introduction (New York etc.: McGraw-Hill, 2010, third edition), some additional articles on Dutch cinema. Part II: Online articles, audio sources and visual sources, as well as additional material found by the students themselves.

### Entry requirements

Exchange students should have a (very) good command of the English language both passive and active. Premaster students CAMS (Comparative Arts & Media Studies) need to have finished ACVA, Academic English and Film Analysis.

### Target group

Exchange students, premaster students CAMS, and regular students who failed for the 2013 edition of the course.

## Mesopotamian Legal Texts

<b>Course code</b>	L_SABAOHK217 ()
<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### Course objective

Students will train their reading skills in Babylonian or Assyrian cuneiform other than the 'printed' standard cuneiform, e.g. in Old Babylonian or Neo-Babylonian sign forms. They will get acquainted with the formulary of archival texts, legal concepts and will generally learn about Mesopotamian society, its law, its economy and its social structure.

### Course content

Students will read Mesopotamian legal texts and court protocols in Akkadian, using handcopies of cuneiform texts.

### Form of tuition

Seminar (werkcollege) in period 5.

### Type of assessment

Homework and performance in class (reading and preparation) = (50% of the grade) and take-home exam (= 50% of the grade). Grades 1-10.

### Course reading

Depends on the text chosen, will be announced in class.

### Entry requirements

Elementary Babylonian 4 (=1d) or comparable Akkadian language skills.

**Target group**

2nd and 3rd year BA-students with a good knowledge of Akkadian.

**Remarks**

Regular course attendance is obligatory. No more than three class meeting may be missed.

## Migrations in Europe

<b>Course code</b>	L_GABAGES205 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. U.T. Bosma
<b>Teaching staff</b>	prof. dr. U.T. Bosma
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	200

**Course objective**

This course places the immigration debate in today's Europe within a historical context and, in turn, situates the history of Europe within a history of global migrations.

**Course content**

Europe is a continent of migrations. We will begin the course with an overview of trends in the last two decades, then review the history of migrations within, to and from Europe from the Middle Ages until the present. The course will finish with a focus on three case studies: Indian, Chinese, and refugee flows.

**Form of tuition**

Seminar and supervised research

**Type of assessment**

Essays and final exam

**Course reading**

To be announced

**Entry requirements**

Second-year students and above with substantial previous coursework in history or social sciences

**Target group**

Open to all third-year and exchange students. In 2012-13 as well open to second-year students of the History in Anthropological Perspective major.

**Remarks**

This is the introductory course to the minor Migrations in Europe but is also available as a single elective course.

## Networks Around the Indian Ocean

<b>Course code</b>	L_GWBAGES302 ()
<b>Period</b>	Period 4+5+6
<b>Credits</b>	9.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. F.D. Huijzendveld
<b>Teaching staff</b>	dr. L.M. Douw, dr. F.D. Huijzendveld
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

### Course objective

Obtain knowledge of the rapidly growing field Indian Ocean studies by doing historical research based on primary and secondary sources. Obtain insight in, and apply concepts and theories to political-geographic regions and socio-political networks in relation to the historical problem of networks in and around the Indian Ocean. Train written and oral presentations on the progress and the results of research at an academic level.

### Course content

The Indian Ocean is one of the oldest maritime highways connecting diverse regions, cultures and civilizations. This "cradle of globalization" facilitated cultural and economic exchanges between Africa, the Arab world, the Indian subcontinent, Southeast Asia, and China, for 5000 years prior to European presence in the region. This ocean's significance has gained increasing attention from scholars in recent years.

We will look at the historical dynamics behind the movements of people, goods and ideas, and the limits of (national) States in, across and around these bodies of water. The region as a whole, from the East Africa coast to the South Chinese coast, was long before the arrival of the Portuguese a "whole", with its interactions between States and within ethnic networks. In the early modern period this "whole" was to a certain extent transformed by the Western powers and their trading companies, such as the Dutch East Indian Company (VOC, 1602-1799) and the British East Indian Company (John Company, 1600-1874). These western interventions led in the course of the 19th century to the development of colonial States. Those States developed in a very gradual manner, in interaction with the existing States in the region.

From a socio-political point of view this course is about networks.

These could be trading networks, whether or not sustained by ethnic groups, such as Jews, Armenians, Chinese Muslims, terrorist networks, criminal networks, migrant networks and diaspora communities.

The interaction between States and ethnic networks in and around the Indian Ocean will be studied from two different, but related, theoretical backgrounds, both related to the practice of Global History:

1. First, the central question relates to the geographical coherence beyond national States, such those which are shaped by seas and oceans, in which monsoon winds, currents and maritime routes play an binding role.

2. Second, the central question focuses on the role networks play in trade and State formation. Here we will confront structural and cultural theories with each other.

The course mainly focuses on the period 1350-1850, but it will also consider the dynamics of the Indian Ocean networks in the millennia before this, the colonial era and beyond.

**Form of tuition**

Lectures and classroom discussions based on secondary literature; presentations; intensive guidance on how to write discussion and research papers; joint discussion of all the papers.

**Type of assessment**

Assigments, final essay.

**Course reading**

See the course discription.

**Entry requirements**

Sufficient background in (Global) History.

**Target group**

Third year bachelor humanities or social sciences.

**Remarks**

This course is being developed as an international dgital classroom, in collaboration with counterparts in Cape Town, South Africa and Taipei, Taiwan.

**Remediation**

<b>Course code</b>	L_ZABAALG004 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculiteit der Letteren
<b>Coordinator</b>	drs. W. Honders
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

**Course objective**

The main goal of this course is to understand how new media refashion older media and how the reader/viewer/user/gamer has changed from a "passive" recipient into an active collaborator.

**Course content**

Ever wondered if printed magazines will disappear? Or if we'll only watch television online in ten years time? These and many other questions are the subject of this course, in which we will actively research the way in which the computer has changed and changes older media like art, photography, film, television, print, etcetera. More specifically remediation is the formal logic by which new media refashion prior media forms. Broadly speaking this refashioning can take two forms: repurposing or adapting existing content to fit the new medium or adapting the older medium to take account of or encompass new media techniques. After a general introduction of the key terminology, we will critically discuss both concepts as they are presented in defining books/articles. Parallel, students will explore one particular mode of remediation. They will present their findings to the other students in the form of a short lecture so that the whole group will eventually have an up-to-date, wide and varied knowledge of these new

media forms.

### Form of tuition

This course uses a combination of lectures, discussions and seminars. 100% attendance. Students who are not present at the first meeting will be expelled from the course immediately.

### Type of assessment

Presentation and final paper.

### Course reading

Selected chapters from Bolter J.D. & R. Grusin Remediation: Understanding New Media, Cambridge Massachusetts, 1999 and (online) articles. For the presentation and final paper, articles from academic publications, to be found by the students themselves.

### Entry requirements

Students should have finished their 1st and 2nd year university tuition. International students should furthermore have some basic knowledge of new media and their proficiency in English (reading, but especially writing and speaking) should be high.

### Target group

Students of the minor Kunst en Cultuur and International students

### Remarks

This course forms part of the minor Kunst en Cultuur.

## Renaissance Literature

<b>Course code</b>	L_ELBAELK211 ()
<b>Period</b>	Period 5+6
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	drs. D. Visser
<b>Teaching staff</b>	prof. dr. J.M. Koppenol, dr. J.F. van der Meulen, dr. P.H. Moser, dr. K. Steenbergh, drs. D. Visser
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

### Course objective

The aim of this course is to learn to read English Renaissance literature in its cultural and historical contexts. In your first year, you learned how to analyse literary texts using the tools of literary criticism. In this second-year course, you learn how to analyse the relation of the literary text to events and ideas from the historically specific culture in which it was written. You will acquire knowledge of key themes and developments both in literature and in the cultural-historical context of Renaissance England.

The course also aims to provide you with insight into the possibilities of using digital sources and databases in the context of literary and cultural-historical research. You will be trained in the application of relevant ICT methodologies and techniques when using literary and cultural historical databases in your research.

**Course content**

The course focuses on Renaissance literature from the Tudor and Stuart reigns belonging to various literary genres, to provide students with an overview of this key period in British literary and cultural history.

**Form of tuition**

Three-hour seminar each week.

**Type of assessment**

Written exam and wiki-assignment.

**Course reading**

M. H. Abrams et. al, eds. ,The Norton Anthology of English Literature, Vol. I.

**Entry requirements**

Completed first year in the Literatures in English programme.

**Target group**

Second-year students of English literature; exchange students.

**Remarks**

This course is taught in English; attendance is compulsory; exchange students need to contact the lecturer before registering for this course.

## Shakespeare Adaptations

<b>Course code</b>	L_ELBAELK306 ()
<b>Period</b>	Period 5+6
<b>Credits</b>	3.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. R.V.J. van den Oever
<b>Teaching staff</b>	dr. R.V.J. van den Oever
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

**Course objective**

Students learn how to analyze a film adaptation of a Shakespeare play.

**Course content**

The course consists of two sections. First, we discuss a number of theoretical issues that arise when studying Shakespeare adaptations ("original" source text, adaptation criteria, intertextuality). Second, we zoom in on interpretive approaches that link to identity politics (ethnicity, sexuality).

**Form of tuition**

A weekly film screening and a weekly two-hour seminar.

**Type of assessment**

Final essay

**Course reading**

To be announced.

**Entry requirements**

None.

**Target group**

BA students in the Literatures in English program; exchange students.

**Remarks**

1) Students should be fluent in English. 2) Attendance is compulsory.

## Social History of the United States

<b>Course code</b>	L_GEBAALG003 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. C.A. Davids
<b>Teaching staff</b>	prof. dr. C.A. Davids, dr. S.W. Verstegen
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	200

## The Archaic Period in the Eastern Aegean

<b>Course code</b>	L_BMBAARC206 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. J.P. Crielaard
<b>Teaching staff</b>	prof. dr. J.P. Crielaard
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

**Course objective**

This is an advanced course in Mediterranean archaeology focusing on cultural developments during a distinct period in one of the key regions of the Aegean. Students work independently on specific research topics. The main aim is training in carrying out research, and giving oral and written presentations of research results.

**Course content**

The central theme is the eastern Aegean in the Archaic period (western shores of Asia Minor and off-coast islands, ca. 700-480 BC). Within this general framework, specific topics are studied, including various dimensions of cult, funerary practices, trade and crafts, city-country relationships, colonization, external contacts, as well as cross-relations between these sub-themes. The individual contributions should

together provide insights in the dynamics of this formative era.

**Form of tuition**

Lectures, tutorials

**Type of assessment**

Paper; oral and written presentations

**Course reading**

Reading list of specialised literature related to individual research topics

**Entry requirements**

Introduction courses in Mediterranean archaeology.

**Target group**

Archaeology students, Ancient Studies students

**Remarks**

Attendance is mandatory. Participants should be capable to read specialised literature in English and German, and give an oral presentation and participate in class room discussions in English. Written presentation in English or Dutch.

## The Netherlands in the Early Modern Period

<b>Course code</b>	L_GABAGES207 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. J.H.M. de Waardt
<b>Teaching staff</b>	prof. dr. C.A. Davids, dr. J.H.M. de Waardt, prof. dr. P.J.E.M. van Dam, prof. dr. I.B. Leemans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	200

**Course objective**

Extend knowledge about the early-modern history of the Netherlands.  
Build up knowledge from academic texts. Understand problems in the field of interest. Reproduce and interpret information and summarize the state of knowledge on topics within the field of interest.

**Course content**

This course focuses on the history of the Netherlands between 1500 and 1815. By combining a chronological and a thematic approach a survey will be offered of the Dutch Revolt and the Reformation in the sixteenth century, the history of the Dutch Republic (1581-1795), and the period of French domination including the Napoleonic era. The emphasis will be on political, religious and socio-cultural developments.

**Form of tuition**

Lectures

**Type of assessment**

Written exam

**Course reading**

Articles, the titles of which will be announced via Blackboard before the start of the lectures.

**Entry requirements**

The first year courses on medieval history and early modern history should have been completed successfully. Other participants need to contact the lecturer.

**Target group**

Second year students of history; exchange students with a sufficient knowledge of medieval and early modern history of Europe.

**Remarks**

Attendance of all seminar sessions is mandatory. This course module is part of the Culture and Power programme.

## The Netherlands in the Late Middle Ages

<b>Course code</b>	L_GMBAGES204 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. K. Goudriaan
<b>Teaching staff</b>	prof. dr. K. Goudriaan, dr. A.L. Tervoort
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	200

**Course objective**

Knowledge of and reflection on the great themes of the medieval history of the Netherlands. Expression of this knowledge and insight in short essays

**Course content**

This course focuses on seven major themes in the history of the Low Countries in the Late Medieval period, a time during which this region emerged as one of the most dynamic societies in Europe: Burgundian state formation; social and economic transformations; relations between Church and State; the rise of the County of Holland; city culture; religious life; schools and education

**Form of tuition**

Combination of lectures and seminars

**Type of assessment**

Assignments; final exam

**Course reading**

Wim Blockmans and Walter Prevenier, The promised lands. The Low Countries under Burgundian rule, 1369-1530. Trans. E. Fackelman (Philadelphia 1999). Some supplementary reading will be announced.

**Entry requirements**

Completed first year program in Medieval and Early Modern history, or equivalent training

**Target group**

Second year students of History; participants in the minor 'The Dutch in the World'

**Remarks**

This course is part of the major program 'Medieval and Early Modern History' and of the minor 'The Dutch in the World'

## The United States South, 1800-1970

<b>Course code</b>	L_GEBAALG005 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	K. Lurvink MA
<b>Teaching staff</b>	dr. S.W. Verstegen, K. Lurvink MA
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	300

**Course objective**

The critical abilities of the student, and the manner in which these are expressed in science, will be stimulated and improved during this course. After the completion of this course: 1) the student have obtained specific knowledge of and insight in the history of the U.S. South between 1800 and 1970. They are able to describe the unique character of the area, and the meaning of it for the national political developments in the U.S. in general. 2) the students are informed of the scientific debates about a number of historiographic relevant topics within the research on the history of the U.S. South, such as the debate on the efficiency of slavery, and the labor situation in the South after the abolition of slavery. 3) the students have been able to independently analyse, and review the thesis, structure, and argumentation of, and the use of sources and literature in the book *The American South. A history.* 5) the students are able to report in writing about the identity of the U.S. South in the nineteenth century, based on relevant literature, assignments, and the seminars. They are also able to present about the identity of the U.S. South in the twentieth century after analyzing a section of the *American Guide Series*. 6) the students are able to conduct a small research based on a primary source and produce a written report (essay).

**Course content**

The main subject of this course is the identity of the U.S. South. In the first weeks there will be attention for the economic and social situation Southern States in the nineteenth century. The following subjects will be discussed: plantation economies, slavery, the free black population, the American Civil War, the abolition of slavery, the Reconstruction period after the Civil War, and the introduction of the Jim Crow segregation laws at the end of the nineteenth century. The

second part of the course will focus on the twentieth century, and will be introduced with a field trip to the Roosevelt Study Center in Middelburg. Literature, movies, and music, such as jazz and blues, from the twentieth century, have created our image of this area. Another subject that will receive attention is the Civil Rights Movement, which caused the formal end of race segregation in the United States. Eventually the final and concluding presentations and essays, based on the American Guide Series, will outline what the U.S. South in the twentieth century entailed.

### Form of tuition

Seminars. Mandatory attendance: at least 90% attendance is required. The field trip to the Roosevelt Study Center may not be missed.

### Type of assessment

This course will be examined with both formative, as summative tests: I) A test professional behavior. Attendance, commitment, and participation will be checked. II) The submission of 5 short assignments. III) Review assignment. IV) Written exam. V) Presentation. VI) Essay.

### Course reading

Articles (see study manual) and hand book: W.J. Cooper Jr. & T.E. Terril, *The American South. A history*. Vol I & II (Baton Rouge 2009).

### Target group

Mainly history students in their third year, but this course can also be chosen as a minor in other studies, such as social sciences or English/American Literature.

### Remarks

Attendance mandatory. All announcements, assignments, and changes will appear on Blackboard.

## Typically Dutch

<b>Course code</b>	L_GCBAGES211 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. D.B.R. Kroeze
<b>Teaching staff</b>	dr. D.B.R. Kroeze
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	200

### Course objective

Learn about the dilemma's of Dutch national history (writing) by reading and discussing scientific handbooks, articles and lectures.  
 Improve knowledge of Dutch modern history in general and specific themes like nationalism, pillarization and tolerance.  
 Being able to integrate information of case studies and guest lecturers into a broader scientific framework.  
 Being able to critically review and discuss mandatory literature, used theories and information on public websites. Being able to recognize normative thinking in scientific literature and in the work of

historians. Being able to formulate and discuss interesting academic questions, which could be used for an exam.

### **Course content**

In recent years there has been an international revival of interest in national history, both among historians and the public. What is typically Dutch? What not? And how should be dealt with this question from a historical perspective? This course will focus on Dutch modern history, i.e. the nineteenth century and beyond. The course will start with a general introduction in which themes like 'Dutchness', 'the Netherlands' and 'national' history writing will be problematized. Then important aspects of the political and social history of the Netherlands will be discussed. The lectures will cover a wide range of topics like the history of Dutch democracy, political leadership, 'pillarization' and perceptions of Dutch citizenship. Central to the lectures will be the question of the uniqueness and commonness of Dutch politics and society by focussing on comparing themes in Dutch history in time or place.

There are different ways to analyse themes in Dutch history. One is to analyse Dutch uniqueness by focusing on Dutch historiography in order to find out which developments attracted most attention from Dutch historians. A second line of approach delves into the stories and images of the Netherlands created by historians from outside the Netherlands. A third way of identifying uniqueness and universality is by focusing on the blank spots. It is mainly based on the idea that what is silenced by historians or in history (on purpose or not) is either 'unimportant' or tells us something about the peculiarities and sensitivities of Dutch history. Finally, uniqueness can also be examined by making a comparison between particular Dutch historical developments and similar ones abroad. Lectures will be based upon one or a combination of the approaches mentioned above.

### **Form of tuition**

Lectures and discussion (based on assignments)

### **Type of assessment**

Assignments and written exam

### **Course reading**

Articles and book chapters to be announced

### **Entry requirements**

Dutch students have finished their first year; international students are familiar with common aspects of Dutch modern history or prepared to read additional literature on Dutch modern history

### **Target group**

Second Year BA students History; minor students and exchange students

### **Remarks**

This course is also part of the minor The Dutch in the World