



## International Business Administration (BSc)

Vrije Universiteit Amsterdam - Fac. der Economische Wet. en Bedrijfsk. - B International Business Administration - 2016-2017

The BSc International Business Administration is a three year full-time programme taught in English. The first two years of the bachelor's programme revolve around fundamental disciplines relevant for any business professional, including Strategy, Organization, HRM, Marketing, Accounting, Finance, Supply Chain Management and Technology. Moreover, the academic core in year one and two provides a thorough introduction into Business Mathematics, Business Research Methods, and Academic Skills. Additionally, year two offers electives that offer you the opportunity to develop your knowledge on the different business disciplines in developed versus emerging economies.

In the third year, you will gain international experience by studying the first semester abroad. This exchange to another university is mandatory. Back in Amsterdam, in the second semester of year three you will specialize yourself in a discipline of your choice. This last part of your studies also includes completing a your BSc Thesis on an international topic of within that discipline. Both your study abroad as well as your specialization provide you the opportunity to develop your own profile and prepares you for a specific career in the job market or for a potential Master programme. Completing this program will grant you the internationally recognized title of 'Bachelor of Science in International Business Administration'.

[-IBA Roadmap](#)

[-Course Programme 2016-2017 bachelor International Business Administration](#)

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## First year International Business Administration

At the beginning of the first year, you will be enrolled in the tutor program. The tutor program is mandatory for all students and consists of individual meetings with your personal tutor as well as workshops. The tutor program is designed to help you find your way at the university and supports you in developing the necessary study skills.

- The final grade for the course Academic Skills is only granted if the conditions of Research Participation I are met.
- The final grade for the course Business Processes is only granted if the conditions of the Tutor Programme IBA are met.

In the first year there is a Binding recommendation on continuation of studies (BSA). This means that you must have earned at least 42 credits at the end of the year, plus the course Business Mathematics (E\_IBA1\_BUSM) in order to continue your study. For more information, take a look at VUnet.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Academic Skills</a>	Periode 3	6.0	E_IBA1_ACSK
<a href="#">Accounting</a>	Periode 5	6.0	E_IBA1_ACC
<a href="#">Business Mathematics I</a>	Periode 1	6.0	E_IBA1_BUSM
<a href="#">Business Processes</a>	Periode 6	6.0	E_IBA1_BP
<a href="#">Business Statistics</a>	Periode 4	6.0	E_IBA1_BS
<a href="#">Cross Cultural Marketing</a>	Periode 5	6.0	E_IBA1_CCM
<a href="#">Economics for the Global Era</a>	Periode 2	6.0	E_IBA1_EGA
<a href="#">Global Supply Chain Management</a>	Periode 4	6.0	E_IBA1_GSCM
<a href="#">Organization Theory</a>	Periode 2	6.0	E_IBA1_ORGT
<a href="#">People in Business and Society</a>	Periode 1	6.0	E_IBA1_PBS
<a href="#">Research Participation I</a>	Periode 1+2+3	0.0	E_IBA1_RPR1
<a href="#">Tutor Program IBA</a>	Ac. Jaar (september)	0.0	E_IBA1_TUTOR

## Second year International Business Administration

In the first semester, the second year continues to introduce the core disciplines of IBA. In the second semester, the academic core continues with a strong focus on the research skills, including both quantitative and qualitative research methods.

Moreover, the second semester zooms in on the international context of the business environment by explicitly discussing different disciplines in the setting of developed versus emerging economies. As student, you will be able to select those electives that appeal to your own personal interest and start to shape your own personal profile of expertise.

Again, in year 2 of the IBA programme you will continue to actively participate in research and to further develop your skills set. You will join the course Research Participation II, which you will need to complete as part of the requirements for BRM I - Quantitative. During BRM I, you will actively reflect on your learning experiences related to Research Participation II.

Note that:

- In order to be able to start with the Bachelor Thesis in year 3, students need to have completed 120 ECTS, which include the courses 2.4 BRM I, 2.5 BRM II, and 2.6 Integrative Research Project before the deadline for thesis registration (28 February of 8 October). This means that you will have to complete these courses in your second year to avoid study delay in year 3.

- In case you want to enter a master programme after your bachelor, keep in mind that each master programme has its own entry requirements. It is important to inform yourself about these entry requirements, as in some case (e.g., MSc Finance) you are required to take an additional course in order to meet those requirements in addition to the IBA program. Therefore, take a look at this study guide, under General Information> After your BSc, for the specific entry requirements to the FEWEB master programmes.

Opleidingsdelen:

- [Second year bachelor International Business Administration - Electives - Developed Economies](#)
- [Second year bachelor International Business Administration - Electives Emerging Economies](#)
- [Second year International Business Administration - Obligatory Courses](#)

## Second year bachelor International Business Administration - Electives - Developed Economies

Choose 1 of 3.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Accounting in Multi-National Enterprises</a>	Periode 4	6.0	E_IBA2_AMNE
<a href="#">Digital Innovation and Virtual Organizing in a Global Setting</a>	Periode 4	6.0	E_IBA2_DIVO
<a href="#">Human Resource Management Practices: A Global Perspective</a>	Periode 4	6.0	E_IBA2_HRMP

## Second year bachelor International Business Administration - Electives Emerging Economies

Choose 1 of 3.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Corporate Finance in Emerging Economies</a>	Periode 5	6.0	E_IBA2_CFEE
<a href="#">Marketing in Emerging Economies</a>	Periode 5	6.0	E_IBA2_MEE
<a href="#">Supply Chain Management in Emerging Economies</a>	Periode 5	6.0	E_IBA2_SCMEE

## Second year International Business Administration - Obligatory Courses

In the second year there are 8 mandatory courses of 6 EC each plus Research Participation II.

Note that Research Participation II is mandatory as well and that your EC credits for BRM I - Quantitative are conditional upon successfully completing RP II.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Business Information Systems</a>	Periode 1	6.0	E_IBA2_BIS
<a href="#">Business research Methods I - Quantitative</a>	Periode 4	6.0	E_IBA2_BRM1
<a href="#">Business Research Methods II - Qualitative</a>	Periode 5	6.0	E_IBA2_BRM2
<a href="#">Finance</a>	Periode 2	6.0	E_IBA2_FIN
<a href="#">Integrative Research Project</a>	Periode 6	6.0	E_IBA2_IRP
<a href="#">International Business Law</a>	Periode 2	6.0	E_IBA2_IBL
<a href="#">International Strategy</a>	Periode 3	6.0	E_IBA2_IS
<a href="#">Organizational Behavior - Human Resource Management</a>	Periode 1	6.0	E_IBA2_OBHRM
<a href="#">Research Participation II</a>	Periode 1+2+3+4	0.0	E_IBA2_RPR2

## Third year International Business Administration

The third and final year of the programme offers students the opportunity to develop their personal profile. In semester 1 the mandatory exchange takes place. Upon return, in semester 2, you specialize in the discipline of your choice. This specialization will also prepare you for related Masters' programmes at this faculty or elsewhere, in case you would like to continue studying after your Bachelors'.

In case you want to enter a master programme after your bachelor, keep in mind that each master programme has its own entry requirements. It is important to inform yourself about these entry requirements, as in some case (e.g., MSc Finance) you are required to take an additional course

in order to meet those requirements in addition to the IBA program. Therefore, take a look at this study guide, under General Information> After your BSc, for the specific entry requirements to the FEWEB master programmes.

For students that started their Bachelor International Business Administration in September 2013 or earlier and who still have second year courses left to complete, transitional arrangements apply.

Opleidingsdelen:

- [Third year International Business Administration - Exchange](#)
- [Third year International Business Administration - Obligatory](#)
- [Third year International Business Administration - Specialization](#)
- [Transitional Arrangements for curriculum changes](#)

## Third year International Business Administration - Exchange

For all IBA students starting their Bachelor programme in 2012 or later, an exchange semester is an obligatory part of their study programme.

For all third-year IBA students who meet the exchange criteria there is a mandatory exchange semester in autumn. You are entirely free to select universities or courses. If you want to know if courses abroad meet the entry requirements for FEWEB Master's programmes, it is advisable to contact an academic advisor. All courses chosen must be approved of by the examination board before you leave.

Although the third-year programme is geared towards exchange in the first semester, it is possible to go abroad in the period February-June. This may prove more problematic, however, and will require greater flexibility on your part as more individual arrangements need to be made.

### International Office

Exchange programmes are arranged through the faculty's International Office. The academic advisors can provide you with detailed information on courses on offer abroad and how to incorporate them into your third year, but also on arrangements for visa, insurance, allowance etc. The website contains a wealth of information on studying abroad. It is well worth visiting this for orientation before you start making definite plans. See Exchange Programmes for VU Students.

For more information you can contact the International Service Desk:

- Email: [studentenbalie@vu.nl](mailto:studentenbalie@vu.nl)
- Open office hours: Monday – Friday from 10.00 - 16.00 in the Mainbuilding by the Servicedesks
- Tel: + 31(0)205985029

The deadline for enrolling for an exchange programme with the international office is usually around the 11th of January, but check the website for precise dates. Remember also that you can only go abroad if, at the start of your third year, you have at least 90 EC and have completed all first-year courses. This means that you must have at least 60 EC when enrolling in order to be eligible for exchange.

## Third year International Business Administration - Obligatory

One course is obligatory for all students.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Ethics</a>	Periode 4	6.0	E_IBA3_ETH
<a href="#">Thesis IBA</a>	Ac. Jaar (september)	12.0	E_IBA3_THESI

## Third year International Business Administration - Specialization

Choose a specialization. Each specialization contains two courses and a thesis.

Opleidingsdelen:

- [Third year Bachelor \(International\) Business Administration - Specialization Accounting](#)
- [Third year Bachelor \(International\) Business Administration - Specialization Economics](#)
- [Third year Bachelor \(International\) Business Administration - Specialization Entrepreneurship](#)
- [Third year Bachelor \(International\) Business Administration - Specialization Finance](#)
- [Third year Bachelor \(International\) Business Administration - Specialization Financial Management](#)
- [Third year Bachelor \(International\) Business Administration - Specialization Human Resource Management](#)
- [Third year Bachelor \(International\) Business Administration - Specialization Information and Knowledge Management](#)
- [Third year Bachelor \(International\) Business Administration - Specialization Management Consulting](#)
- [Third year Bachelor \(International\) Business Administration - Specialization Marketing](#)
- [Third year Bachelor \(International\) Business Administration - Specialization Strategy and Organization](#)
- [Third year Bachelor \(International\) Business Administration - Specialization Transport and Supply Chain Management](#)

## Third year Bachelor (International) Business Administration - Specialization Accounting

The specialization Accounting consists of two courses plus a thesis.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Accounting Information Systems</a>	Periode 4	6.0	E_EBE3_ACIS
<a href="#">Auditing</a>	Periode 5	6.0	E_EBE3_AUD

## Third year Bachelor (International) Business Administration - Specialization Economics

The specialization Economics consists of two courses plus a thesis.

The course Industrial Organization, as well as the thesis, are compulsory. Furthermore, you may choose between Inclusive Growth and

## Sustainability and Human Capital Across the Life Cycle.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Human Capital Across the Life Cycle</a>	Periode 5	6.0	E_EBE3_HCALC
<a href="#">Inclusive Growth and Sustainability</a>	Periode 5	6.0	E_EBE3_IGS
<a href="#">Industrial Organization</a>	Periode 4	6.0	E_EBE3_IO

## Third year Bachelor (International) Business Administration - Specialization Entrepreneurship

The specialization Entrepreneurship consists of two courses plus a thesis.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Foundations of Strategic Management</a>	Periode 4	6.0	E_IBK3_FSM
<a href="#">Small Business Development</a>	Periode 5	6.0	E_IBK3_SBD

## Third year Bachelor (International) Business Administration - Specialization Finance

The specialization Finance consists of two courses plus a thesis. Please be aware that, in case you like to enter the master Finance after your BSc, you need to pass an additional course, namely Financial Markets and Institutions (E\_EBE3\_FMI).

Vakken:

Naam	Periode	Credits	Code
<a href="#">Financial Modelling and Derivatives</a>	Periode 4	6.0	E_IBK3_FMD
<a href="#">Investments</a>	Periode 5	6.0	E_EBE3_INVES

## Third year Bachelor (International) Business Administration - Specialization Financial Management

The specialization Financial Management consists of two courses plus a thesis.

Vakken:

Naam	Periode	Credits	Code
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<a href="#">Financial Modelling and Derivatives</a>	Periode 4	6.0	E_IBK3_FMD
<a href="#">International Financial Management</a>	Periode 5	6.0	E_IBK3_IFM

### Third year Bachelor (International) Business Administration - Specialization Human Resource Management

The specialization Human Resource Management consists of two courses plus a thesis.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Contemporary Perspectives on HRM Theory</a>	Periode 5	6.0	E_IBK3_CPHRM
<a href="#">Contemporary Perspectives on OB: Leading Change</a>	Periode 4	6.0	E_IBK3_CPOB

### Third year Bachelor (International) Business Administration - Specialization Information and Knowledge Management

The specialization Information and Knowledge Management consists of two courses plus a thesis.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Business Intelligence and Analytics</a>	Periode 4	6.0	E_IBK3_BIA
<a href="#">Knowledge Management</a>	Periode 5	6.0	E_IBK3_KM

### Third year Bachelor (International) Business Administration - Specialization Management Consulting

The specialization Management Consulting consists of two courses plus a thesis.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Debates in Consulting Research</a>	Periode 5	6.0	E_IBK3_DCR
<a href="#">Foundations of Strategic Management</a>	Periode 4	6.0	E_IBK3_FSM

### Third year Bachelor (International) Business Administration - Specialization Marketing

The specialization Marketing consists of two courses plus a thesis.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Consumer Behavior</a>	Periode 4	6.0	E_EBE3_CBEH
<a href="#">Digital Marketing and Metrics</a>	Periode 5	6.0	E_EBE3_DMM

### Third year Bachelor (International) Business Administration - Specialization Strategy and Organization

The specialization Strategy and Organization consists of two courses plus a thesis.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Foundations of Strategic Management</a>	Periode 4	6.0	E_IBK3_FSM
<a href="#">Strategic management from a practice perspective: A day in the life of a CEO</a>	Periode 5	6.0	E_IBK3_SMPP

### Third year Bachelor (International) Business Administration - Specialization Transport and Supply Chain Management

The specialization Transport and Supply Chain Management consists of two courses plus a thesis.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Managing and Improving Quality</a>	Periode 5	6.0	E_IBK3_MIQ
<a href="#">Procurement and Supply Management</a>	Periode 4	6.0	E_IBK3_PSM

### Transitional Arrangements for curriculum changes

#### TRANSITIONAL ARRANGEMENTS 2016-2017 THIRD YEAR COURSES 2015-2016

In September 2014 a new curriculum for the Bachelor's programme International Business Administration was launched. The new third year programme will start in September 2016. Therefore, the third year courses from the old curriculum will not be taught anymore. The Faculty Board has, in accordance with the Exam regulations and in consultation with the Programme Directors, Examination Board and the Joint Meeting,

made these transitional arrangements for students who did not pass one or more courses from the old third year curriculum. The arrangements consists of 2 parts, part 1 for the compulsory courses and part 2 for the entry requirements for the FEWEB Masterprogrammes. A summary of the transitional arrangements can be found at the front page of this study guide (<http://www.vu.nl/nl/studiegids/2016-2017/bachelor/g-k/international-business-administration/index.aspx>).

## TRANSITIONAL ARRANGEMENTS 2016-2017 SECOND YEAR COURSES CURRICULUM 2014 – 2015 AND BEFORE

Concerning the second year courses from the old curriculum: An overview of new curriculum courses to replace the second year course you weren't able to pass last year, can also be found at the front page of this study guide.

Opleidingsdelen:

- [Third year International Business Administration elective courses](#)
- [Third year International Business Administration obligatory courses](#)

### Third year International Business Administration elective courses

Below the elective courses that will not be lectured anymore from 2016-2017. The transitional arrangements can be found at the front page of this study guide.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Accounting Information Systems</a>	Periode 3	6.0	E_EBE3_AIS
<a href="#">Advanced Human Resources Management</a>	Periode 3	6.0	E_BK3_AHRM
<a href="#">Applied Quantitative Economics</a>	Periode 3	6.0	E_EBE3_AQE
<a href="#">Belastingrecht</a>	Periode 3	6.0	E_EBE3_BEL
<a href="#">Boekhouden</a>	Periode 3	6.0	E_EBE3_BOEKH
<a href="#">Business Intelligence</a>	Periode 3	6.0	E_BK3_BI
<a href="#">Consultancy Industry</a>	Periode 3	6.0	E_BK3_CI
<a href="#">Consumer Behavior</a>	Periode 3	6.0	E_EBE3_CB
<a href="#">Corporate Finance</a>	Periode 1	6.0	E_EBE3_CF
<a href="#">Corporate Financial Management</a>	Periode 3	6.0	E_BK3_CFM
<a href="#">Development Economics</a>	Periode 3	6.0	E_EBE3_DEVEC
<a href="#">E-Business 3.4</a>	Periode 3	6.0	E_BK3_EBUSI
<a href="#">E-Business and IT-Industry</a>	Periode 3	6.0	E_BK3_EBITI
<a href="#">Economie van het onroerend goed</a>	Periode 3	6.0	E_EBE3_EOG
<a href="#">Economische en sociale geschiedenis</a>	Periode 3	6.0	E_EBE3_ESG

Environmental Economics and Management	Periode 3	6.0	E_EBE3_EEM
Finance, Banking and Insurance	Periode 3	6.0	E_BK3_FBI
Financial Accounting	Periode 1	6.0	E_EBE3_FAC
Financial Statement Analysis	Periode 3	6.0	E_EBE3_FSA
International Economics	Periode 3	6.0	E_EBE3_INTEC
International Marketing	Periode 3	6.0	E_BK3_INTM
International Strategy	Periode 3	6.0	E_EBE3_INTST
Investments	Periode 3	6.0	E_EBE3_INV
Knowledge Management	Periode 1	6.0	E_BK3_KM
Macro-economie	Periode 1	6.0	E_EBE3_MAEC
Management Accounting and Control	Periode 3	6.0	E_BK3_MAC
Management and Organization: Consulting Debates	Periode 1	6.0	E_EBE3_MO
Marketing Research	Periode 3	6.0	E_BK3_MRES
Methoden en technieken van algemeen en financieel economisch onderzoek	Periode 1	6.0	E_EBE3_MTAF
Micro-economie	Periode 1	6.0	E_EBE3_MIEC
Midden- en kleinbedrijf	Periode 3	6.0	E_EBE3_MKB
Ondernemingsrecht	Periode 3	6.0	E_EBE3_OR
Organization Perspectives and Dynamics	Periode 3	6.0	E_BK3_OPD
Services Logistics	Periode 3	6.0	E_BK3_SL
Strategic Management and the Strategy Process	Periode 3	6.0	E_BK3_SMSP
Strategy and Economics	Periode 3	6.0	E_EBE3_SEC
Technology and Innovation	Periode 1	6.0	E_BK3_TI
Transport and Network Economics	Periode 3	6.0	E_EBE3_TNE
Transport, Distribution and Logistics	Periode 3	6.0	E_BK3_TDL
Urban Economics	Periode 3	6.0	E_EBE3_UEC
Werkcollege Accounting: Financial Accounting	Periode 3	6.0	E_EBE3_WCAFA
Werkcollege Accounting: Management Accounting	Periode 3	6.0	E_EBE3_WCAMA
Werkcollege Corporate Finance	Periode 3	6.0	E_EBE3_WCCF
Werkcollege Macro-economie	Periode 3	6.0	E_EBE3_WCMA
Werkcollege Marketing	Periode 3	6.0	E_EBE3_WCMKT
Werkcollege Micro-economie	Periode 3	6.0	E_EBE3_WCMI

## Third year International Business Administration obligatory courses

Below the obligatory courses that will not be lectured anymore from 2016-2017. The transitional arrangements can be found at the front page of this study guide.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Business Research Methods</a>	Periode 4	6.0	E_IBA3_ABRM
<a href="#">Bachelor's Thesis</a>	Ac. Jaar (september)	9.0	E_IBA3_THS
<a href="#">Philosophy II</a>	Periode 5	3.0	E_IBA3_PHIL2
<a href="#">Professional Skills</a>	Periode 5	3.0	E_IBA3_PROFS
<a href="#">Social Network Analysis</a>	Periode 4	6.0	E_IBA3_SNA

## Honours programme

The Honours programme offers several advantages to our students. Only a select group of motivated, talented students can participate in the programme. Students participating in the VU Honours programme come from different faculties, thus broadening your academic horizon through interdisciplinary class discussions and team work. The programme draws upon the expertise of our top faculty members. Special courses are developed, that are only accessible to Honours students. These courses are characterized by small classes (not more than 20 students) and a high degree of teacher-student interaction. Every year honour students of our faculty visit the prestigious Netherlands-Asia Honours Summerschool ([www.nahss.nl](http://www.nahss.nl)), which also counts as one honours course.

In the second half of your first year, you already get an opportunity to get acquainted with this programme. Exact details of the enrolment procedure will be provided later, but it is expected to start near the end of period 2.

Upon successfully completing the programme, you receive a special BSc diploma, stating that you have participated in the VU Honours programme and have completed your BSc degree within three years with an increased study load of 30 EC. A successful completion of the Honours programme also increases your future opportunities for follow-up studies, e.g., your chances to enter one of our top international research master programmes (MPhil), possibly leading to a future PhD.

The VU Honours programme comprises at least 30 EC on top of your regular BSc programme. Most Honours courses are 6 EC and an odd few 12 EC. These courses are spread out over year 2 and 3 of your Bachelor. Most Honours students follow 5 courses of 6 EC, but you may take more. The programme is taught in English.

### STRUCTURE AND FINAL ATTAINMENT LEVEL

The faculty's implementation of the VU Honours programme has three

components.

- Out of the 30 EC, 2 HP courses of 6 EC each (or one of 12 EC) are taken from an interdisciplinary menu of courses. This broadens your academic horizon

beyond that of economics and business research and allows you to interact with Honours students with a variety of academic backgrounds.

- Out of the 30 EC, 2 HP course of 6 EC have to be taken from the courses offered by the Faculty of Economics and Business Administration. These courses are specially developed for the Honours programme and treat more advanced issues in economics and business research.

- The final 6 EC of the 30 EC is an elective that can be either taken from the interdisciplinary course menu, the faculty's course menu or the course menus of other faculties participating in the VU Honours programme. You can also use this course for a tutored research project, called a research assentship (RA) that counts for 6 EC, possibly combined with an extended BSc thesis. It allows you to build on your skills developed during the programme and build your BSc thesis into a more complete research experience.

The Honours programme is a challenging programme for talented students. Therefore, you should be able to complete the additional 30 EC load of the Honours programme

- in the same nominal time as the regular BSc programme, which is three years, and
- with a grade average of 7.5 for all courses of your bachelor (excluding Honours courses).

Only in very specific circumstances the examination board can grant you a delay in completing the Honours programme. You can request this only by sending a motivated email to the examination board.

## APPLICATION TO THE VU HONOURS PROGRAMME

If you are motivated to participate in this programme and you feel you are qualified, then you can register for enrolment by filling out the application form before May 1 of your first year. You may find the application form at:

[www.feweb.vu.nl](http://www.feweb.vu.nl) > Onderwijs > Bacheloropleidingen > Honours programme,  
or

[www.feweb.vu.nl/en](http://www.feweb.vu.nl/en) > Education > Bachelor's programmes > Honours programme.

Your application has to include the following material:

- a letter of motivation directed to the coordinator of the FEWEB Honours Programme commission Dr. Harold Houba
- your resume,
- list of grades and the grade average of all courses passed so far.

Your letter of motivation should be written in English, should be no more than 1.5 pages (A4) and should contain the following information:

- motivation for current studies.
- motivation for participation in the Honours Programme.
- what Honours courses of the VU Honours Programme arouse your interests,
- what you hope to achieve by participating in the Honours Programme.
- why you think you can complete the Honours Programme successfully. In

this respect, take also into account any other plans you might have beside your studies, such as studying abroad for a while or participation in the board of a student society, etc.

On basis of the material received, the selection board will conditionally admit the best students. The faculty aims at the top 5-10% of students. Final selection takes place when all grades for all first-year courses have been published, which is typically the end of August. The admittance criterium is: all first-year courses passed with a grade average of at least 7.5 (subject to exceptions) .

## ADDITIONAL INFORMATION

If you have further questions with respect to the VU Honours programme or the enrolment procedure, you can mail to [Honoursprogramma.feweb@vu.nl](mailto:Honoursprogramma.feweb@vu.nl).

Opleidingsdelen:

- [FEWEB Honours Courses](#)
- [Interdepartmental Honours Courses](#)

## FEWEB Honours Courses

Below are the FEWEB Honours Courses. Choose 2 or 3 courses.

The courses Economics of Globalization: A Transaction Cost Perspective, and Contemporary Challenges in Corporate Strategy will not be lectured in 2016-2017.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Behavioral Game Theory</a>	Periode 2	6.0	E_HP2_BGT
<a href="#">Bubbles and Crashes</a>	Periode 5	6.0	E_HP1_BC
<a href="#">Research Assistantship Honours Course</a>	Ac. Jaar (september)	6.0	E_HP2_RASS

## Interdepartmental Honours Courses

De interdisciplinaire honours vakken worden gegeven door docenten van de VU, de UvA, het AUC en door (internationale) gastdocenten. De groepen zijn klein en je wordt geacht presentaties te geven, papers te schrijven en een actieve bijdrage te leveren aan de discussies. Je kunt een overzicht van de interdisciplinaire vakken en een inschrijfformulier vinden op: <http://www.vu.nl/honourscourses>

The interdisciplinary components of the Honours Programme are taught mainly in the evening by lecturers from Vrije Universiteit, the University of Amsterdam and Amsterdam University College, as well as guest lecturers from the Netherlands and abroad. The classes are small and you will be expected to give presentations, write papers and make an active contribution to discussions. You can find an overview of the



interdepartmental honours courses, as well as an application form at:  
<http://www.vu.nl/honourscourses>

## General Information

Opleidingsdelen:

- [Third year International Business Administration - Optional Minors](#)
- [Mission statements, main aspects and final attainment levels](#)
- [Enrolment for courses and exams](#)
- [Teaching](#)
- [After your BSc](#)
- [Extra courses concerning entry requirements to FEWEB Master Programmes](#)

## Third year International Business Administration - Optional Minors

As an option IBA-students may follow a minor, on top of their regular curriculum.

Each minor consists of 5 courses of 6 EC each (30 EC in total). You may choose between a faculty course or a university course.

Note that you are not allowed to follow two university minors:

- Business Administration
- Managing Digital Innovation

Opleidingsdelen:

- [Faculteitsminoren FEWEB](#)
- [Universiteitsminoren](#)

## Faculteitsminoren FEWEB

Underneath the minors that have been developed by the faculty.

Opleidingsdelen:

- [Minor Entrepreneurship](#)
- [Minor Understanding and Influencing Decisions in Business and Society](#)
- [Minor Accounting, Organizations and Society](#)
- [Minor Health Care Management](#)
- [Minor Applied Econometrics: A Big Data Experience for All](#)
- [Minor Operations Analytics](#)
- [Minor E-Business and Online Commerce](#)
- [Minor Sustainability and Innovation](#)

## Minor Entrepreneurship

In FEWEB's minor in entrepreneurship, students not only study entrepreneurs but also become entrepreneurs. This minor is an exciting set of carefully selected courses that are designed to offer students fundamental knowledge about entrepreneurship in different contexts and enhance their entrepreneurial skill sets. The knowledge students gain from this minor is extremely valuable in today's labor markets, because career success increasingly depends on students' capacity to be proactive, promote change, and pursue new entrepreneurial initiatives

that create economic and/or social value. Specifically, completing the minor will allow students to better appreciate the different forms of entrepreneurship across various contexts, understand the distinct challenges faced by entrepreneurs, and find creative solutions for overcoming these challenges. Indeed, both startup and corporate entrepreneurs often struggle to launch and grow new business ventures such that knowledge about how to successfully develop new entrepreneurial initiatives is essential to any student. So if you are thinking about becoming an entrepreneur, this is definitely the minor for you. But also if you do not have plans to go in that direction, this minor is worthwhile because knowledge of entrepreneurship is critical to anyone who interacts in significant ways with entrepreneurs including managers in large established firms, consultants, bankers, and government policy makers.

This minor contains 5 compulsory courses. Instead of the courses Filming Entrepreneurship and New Venture Creation you may choose to do an internship. Note that the internship has to be approved by the minor coordinator in advance.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Enterprising Behavior</a>	Periode 2	6.0	E_BK3_ENTBEH
<a href="#">Filming Entrepreneurship</a>	Periode 2	6.0	E_BK3_FE
<a href="#">Foundations and Forms of Entrepreneurship</a>	Periode 1	6.0	E_BK3_FFE
<a href="#">Internship Minor Entrepreneurship</a>	Periode 2+3	12.0	E_BK3_IMENT
<a href="#">New Venture Creation</a>	Periode 3	6.0	E_BK3_NVC
<a href="#">Strategic Management of Technology and Innovation</a>	Periode 1	6.0	E_BK3_SMTI

## Minor Understanding and Influencing Decisions in Business and Society

The Department of Marketing offers this FEWEB minor in collaboration with the department of Management and Organization Studies in the fall semester (September-January) starting in the academic year 2016-2017.

The 30 EC programme is entirely taught in English and will allow students to understand and influence human decision making and behavior in the context of organizations (employees, managers, teams) and their interactions with the world outside (markets and consumers, but also business partners and competitors). To achieve this goal, we rely on recent insights from behavioral economics and psychology.

Upon completion of this minor, students will be able to:

- Understand how decisions and behavior are influenced by the physical and social environments and the decision making strategies that are used.
- Based on this knowledge, develop strategies to influence (e.g., through "nudging") the behavior of others in order to achieve business and societal goals, such as increasing sales or reducing environmental pollution.
- Analyze the behavior of others (e.g., employees) in order to improve

cooperation and output of teams and organizations

- Formulate negotiation strategies to achieve optimal results in terms of outcomes (distributive negotiations) and relationships among parties involved (integrative negotiations).
- Reflect on the ethical aspects of such influence strategies

The minor is relevant to:

- All students in Business Administration and Economics
- All students from other bachelor programmes that are interested in decision making and influencing other people's behavior (e.g. health science, communication science, psychology, social sciences).

This minor contains 5 compulsory courses. Instead of the courses Designing Interventions in Business and Society and Managing Negotiations: Getting to Yes you may choose to do an internship. Note that the internship has to be approved by the minor coordinator in advance.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Designing Interventions in Business and Society</a>	Periode 3	6.0	E_BK3_DIBS
<a href="#">Internship Minor Understanding and Influencing Decisions in Business and Society</a>	Periode 2+3	12.0	E_BK3_IMUID
<a href="#">Judgment and Decision Making</a>	Periode 1	6.0	E_BK3_JDM
<a href="#">Leadership: Mobilizing People</a>	Periode 1	6.0	E_BK3_LMP
<a href="#">Managing Negotiations: Getting to Yes</a>	Periode 2	6.0	E_BK3_MNGY
<a href="#">Nudge: Influencing Behavior</a>	Periode 2	6.0	E_BK3_NIB

## Minor Accounting, Organizations and Society

Financial information systems are part of a company's infrastructure. A thoroughly understanding of the context in which companies operate is required to be able to design effective information systems. Completing this minor will allow students to understand the effects of integrating traditional bookkeeping with modern IT systems, the legal and societal role of good Corporate Governance as well as the importance of organizational behavior and decision making.

The minor contains 5 compulsory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Accounting and IT Systems I</a>	Periode 1	6.0	E_EBE3_AIT1

Accounting and IT Systems II	Periode 2	6.0	E_EBE3_AIT2
Corporate Governance and Accountability	Periode 2	6.0	E_EBE3_CGA
Organizational Behavior and Decision Making	Periode 1	6.0	E_EBE3_OBDM
Tax and Organizations	Periode 3	6.0	E_EBE3_TO

## Minor Health Care Management

The minor Health Care Management is a joint programme offered by the Faculty of Economics and Business Administration (FEWEB) and the Faculty of Earth and Life Sciences (FALW). It is open to all bachelor students from the VU, from other Dutch universities and from universities abroad.

This minor discusses health care policy from an economic perspective and deals with management of health care organizations, using economic, organization, accounting and finance theories and methods. It offers students in economics and business sciences the opportunity to use economic and organizational theories which enables them to gain in-depth knowledge about the cure and care sector. The minor is also useful for students from other faculties who have studied health care issues from another perspective, like medicine, social sciences, life sciences and behavioral and movement sciences. The minor may be especially helpful for those students who consider working in policy development or managerial positions within the health care sector. The minor relates to two major VU themes: Human & Life Sciences en Professional Services.

The minor focuses on the following themes:

- The economic effects of health, illness, demographic developments and aging.
- The role of government intervention in the health care market, positive and negative economic implications of regulation.
- Structure and functioning of care and cure markets, and the way health care supply meets health care demand.
- The role of health insurance arrangements in influencing health care supply.
- Policy issues around health care regulation, accessibility of care, cost control and health care quality.
- Financial management of health care organizations in their pursuit of health care productivity, cost effectiveness and quality.
- Management of health care organizations, the role of management in steering and controlling professionals, leadership, and communication.

The minor enables students to analyze the effectiveness of health care policies, to analyse complex issues related to financing and controlling health care institutions, and to improve internal management issues within health care organizations.

The minor contains 5 compulsory courses.

Vakken:

Naam	Periode	Credits	Code
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Economic Assessment of Health Care	Periode 1	6.0	E_EBE3_EAHC
Economics of the Dutch Health Care System	Periode 2	6.0	E_EBE3_EDHCS
Financial Management in Health Care Organizations	Periode 2	6.0	E_EBE3_FMHCO
Health Care Management	Periode 3	6.0	E_EBE3_HCM
Health Economics	Periode 1	6.0	E_EBE3_HEC

## Minor Applied Econometrics: A Big Data Experience for All

An excellent opportunity to experience Econometrics.

The Department of Econometrics & Operations Research of the Vrije Universiteit Amsterdam offers in the first semester (from September to January), starting from the academic year 2016/2017, a 30 EC Minor in Applied Econometrics. A broad spectrum of Econometrics is presented by top-class teachers and professors in the fields of Econometrics, Economics, Finance and Marketing. In all courses the aspects and challenges of specifying, estimating and interpreting models for empirical data will be highlighted. The courses and material are presented in English. If you enjoy doing mathematics and statistics (at any level), if you want to learn about writing software code for powerful computers, and/or if you want to know the importance of Econometrics for Economics, Finance and/or Marketing, then this Minor should be of interest to you.

An attractive Bachelor programme for all.

We aim to present an attractive programme for VU economics and business students (from Bachelor programmes "Economie & Bedrijfseconomie", "Bedrijfskunde" and "IBA") who want to develop a quantitative profile, AND for VU Econometrics students in our Bachelor programme. But also for all other Bachelor students in The Netherlands and outside, this Minor will be a good opportunity to learn about Econometrics. In addition, the students in this Minor will reach for the entrance requirements for Master (honour) programmes such as Quantitative Economics, Quantitative Risk Management, Financial Econometrics, but also other Masters such as Quantitative Marketing, Econometric Theory, Applied Econometrics, etcetera.

Please note that for admission of external students to the VU Master Econometrics & OR (with specialization Econometrics) it suffices to do the minor Applied Econometrics - without an internship, so that all 30 EC of the minor are obtained in courses.

An in-depth introduction to Econometrics.

The Minor Applied Econometrics provides a thorough introduction to econometric methods and techniques with an emphasis on how to implement and carry out the methods in empirical studies and how to interpret the results. The key steps of model formulation, parameter estimation, diagnostic checking, hypothesis testing, model selection and empirical analysis are given extensive attention throughout the different courses. Apart from the fundamentals of econometrics, much emphasis is given to how econometric methods are carried out in different empirical settings and studies. Particular attention will be given to issues related to "big data" in the context of different disciplines in economics and business. The students are given some flexibility to opt for a

specialization in economics, finance or marketing; one may label such specializations as "Minor in Applied Econometrics", "Minor in Financial Econometrics", "Minor in Quantitative Marketing", etc. It will allow the student to focus on a subject of their own liking.

All students with a liking of mathematics, statistics and/or computing are welcome.

This Minor is targeted to all students of VU Bachelor programmes but also to students, in and outside The Netherlands, and from all Bachelor studies. We aim to attract a heterogeneous group of Bachelor students from VU and outside with good knowledge of mathematics and statistics courses (ideally with grades greater than or equal to 7, but we do not set requirements), and for those who want to distinct themselves. We offer these motivated students an opportunity to gain an intermediate level in Econometrics and to obtain experience in empirical research within different fields (economics, finance, marketing, etc.)

Bachelor Econometrics students are especially welcome.

For Bachelor Econometrics students, there is the highly recommendable option in the first period to take the course "Computational Econometrics", as a substitute for the course "Introduction to Econometrics". In this way we make this Minor also of interest to Econometrics students. Furthermore, students can opt for research internships within the Department: to get an experience in working within a research environment and to get a first training in teaching mathematics, statistics and econometrics.

Do you prefer an internship?

It is possible to do an internship at a private company or institution during the Minor in Applied Econometrics. This internship should be approved by the coordinator of the Minor, dr. Lennart Hoogerheide. When approved, the student must write a report about the internship. The internship counts for 12 EC: it replaces one of the two courses in period 3.2 (so that the student must follow only one of the courses in period 3.2) and the "Case study" of period 3.3.

Or do you prefer a research internship?

An alternative for the best-performing students is to opt for an internship within our Department of Econometrics, where the student can study one or more research topics in the field of Econometrics and to get a training in teaching quantitative methods. The research topic is typically in econometric theory. So this option may be particularly interesting for students who have a desire to increase the depth of their econometric theoretical knowledge during the Minor.

This minor consists of compulsory and elective courses.

- The compulsory courses are Case Study: A Modelling Competition, Introduction to Time Series and, depending on the programme you follow, either Computational Econometrics (for econometric students), or Introduction to Econometrics (for non-econometric students).

- In addition you may choose 2 out of 3 elective courses.

- On top of the programme, described above, you may opt for an internship of 12 EC. In that case, the internship replaces the obligatory course Case Study: A Modelling Competition as well as one of the elective courses (so you choose 1 in stead of 2 elective courses).

Note that the internship has to be approved by the minor coordinator in advance.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Case Study: A Modelling Competition</a>	Periode 3	6.0	E_EOR3_CSMC
<a href="#">Computational Econometrics</a>	Periode 1	6.0	E_EOR3_CE
<a href="#">Empirical Economics</a>	Periode 2	6.0	E_EOR3_EEC
<a href="#">Empirical Finance</a>	Periode 2	6.0	E_EOR3_EFIN
<a href="#">Empirical Marketing</a>	Periode 2	6.0	E_EOR3_EMKT
<a href="#">Internship Minor Applied Econometrics: A Big Data Experience for All</a>	Periode 2+3	12.0	E_EOR3_IMAE
<a href="#">Introduction to Econometrics</a>	Periode 1	6.0	E_EOR3_IE
<a href="#">Introduction to Time Series</a>	Periode 1	6.0	E_EOR3_ITS

## Minor Operations Analytics

The minor where Theory meets Practice in Business. Are you a quant? And are you ready for testing your quantitative skills and apply your mathematical knowledge on real-life challenges in business operations? Then this may be the minor for you!

The minor for quantitative decisions making in business.

The Department of Econometrics and Operations Research of the Vrije Universiteit Amsterdam offers this minor in collaboration with the department of Information, Logistics and Innovation in the fall semester (September-January) starting in the academic year 2016-2017. Real-life challenges in business operations by applying mathematical analytical methods and techniques from Operations Research and Operations Management are at the core of this minor.

By an exciting set of carefully selected courses and business cases, in this minor you will explore the spectrum of analytics skills required for becoming successful in decision making in business. These skills range from identify problems requiring managerial action and translating managerial decisions into mathematical models, to applying, designing and programming algorithms for solving the resulting mathematical problems, to eventually drawing managerial conclusions taking into account behavioral aspects. After finishing your minor, you will be ready for better decision making in business with your quantitative talent as a firm basis.

The students.

The minor is aimed at a mixture of students from Econometrics and Operations Research (EOR) and students from Business Administration (BA) with a strong quantitative interest. However, any student in the Netherlands and abroad with an interest in applying mathematics in a business environment should be interested in this minor. Specifically, students from all over the world in Applied Mathematics (AM), and Industrial Engineering (IE) are more than welcome to join.

Programme.

The 30 EC programme is entirely taught in English. It consists of three



courses a case lab and a business game of 6 EC each. A course Operational Analysis offers models and concepts to analyze operations management problems occurring in a variety of industries. A course Heuristic Methods focusses on practice oriented algorithm design. In a Data Analytics course the challenges of extracting useful information from big data to support decision making in business environments will play a central role. The tools developed in these courses will be applied to challenging and significant business cases in the rest of the programme. The Case Lab will draw from a rich variety of business settings, such as supply chain management, revenue management (e.g. in airline industry), marketing, work force planning and health care. The Business Game will simulate the whole process of managerial decision making in a practical business situation, giving you a real-life experience of applying the material studied in a business environment. The experience offered by these case studies will be greatly magnified by the aimed mixture of backgrounds of the participating students.

#### Lecturers.

The lectures will be given by internationally renowned lecturers from the departments of Econometrics and Operations Research and Information, Logistics and Innovation. The foundations of Operations Analytics on mathematical modelling, data analysis and the design and analysis of algorithms is core business of the Operations Research group at the VU. Next to researchers on the methodological mathematical aspects of Operations Research, the group hosts professors who share their position at the VU with a key position in the consultancy industry. They will share with the students their broad experience in both the practical and the mathematical side of OR-applications in Business Processes. The application of advanced Operations Research techniques is one of the most prominent pillars of the Logistics research group. The minor aligns well with the 3 main research tracks within the Logistics research group being (i) performance benchmarking and best practices, (ii) network planning and redesign and (iii) supply chain coordination and incentive alignment. As such, insights from ongoing research will be integrated in the lectures and case discussions by lecturers in Logistics from the VU.

#### Internship.

If you want to acquire experience outside of the university, to apply the theory you studied in real-life, then this minor offers you the opportunity to do an internship. The internship is 12 EC and will replace the case oriented courses (Case Lab and the Business Game). In general it will be at a company and will be concluded with a written report. A few talented students may be offered the option to do a research and teaching internship within the participating departments. The internship always has to be approved by the coordinator of the minor Prof. Dr. Leen Stougie.

#### Entry requirements.

We aim at a mixture of students of different backgrounds but we expect every student to have completed the mathematics courses in his or her bachelor programme, preferably with good notes. Basic knowledge of optimization algorithms is helpful but certainly not required. If you have the feeling that this is the minor you are looking for, then we are looking for you and welcome you to apply.

This minor contains 5 compulsory courses. Instead of the courses Business Game and Case Lab you may choose to do an internship. Note that the internship has to be approved by the minor coordinator in advance.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Business Game</a>	Periode 3	6.0	E_EOR3_BG
<a href="#">Case Lab</a>	Periode 2	6.0	E_EOR3_CL
<a href="#">Data Analytics</a>	Periode 2	6.0	E_EOR3_DA
<a href="#">Heuristic Optimization Methods</a>	Periode 1	6.0	E_EOR3_HOM
<a href="#">Internship Minor Operations Analytics</a>	Periode 2+3	12.0	E_EOR3_IMOA
<a href="#">Operations Analysis</a>	Periode 1	6.0	E_EOR3_OA

## Minor E-Business and Online Commerce

Business-related interactions are increasingly facilitated by various Information & Communication Technologies - from websites and social media to Enterprise Systems, from mobile devices to EDI. In the minor E-business and online commerce, this development is viewed from different disciplines, yet with an integrative perspective. With a focus on Business-to-Consumer online commerce (although taking into account Business-to-Business and Consumer-to-Consumer interaction as well), we address the Marketing, Logistics and Information Systems-related aspects of E-Business. This minor provides students with an in-depth knowledge of the full range of business aspects related to E-business - from consumer interaction to fulfillment, and from marketing strategy to data, analytics and information systems. This knowledge will be applied in answering both academic and practical questions. Also, students will be stimulated to critically reflect on the business and ethical issues related to E-business and online commerce.

For who?

This minor is relevant to students from both the business administration (BK/IBA) and the economics and business economics (EBE) programme. For EBE students, this minor is relevant since commerce is a crucial factor from both a macro-economic and a business economics perspective. As interactions between business and customers increasingly move to the online world, this has far reaching economic implications at several levels.

This minor contains 5 compulsory courses. Instead of the courses Emerging Technologies for E-Business and Online Commerce and Information Systems in E-Business and Online Commerce you may choose to do an internship. Note that the internship has to be approved by the minor coordinator in advance.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Consumer Science for Online Commerce</a>	Periode 1	6.0	E_IBA3_CSOC
<a href="#">E-Commerce Supply Chain Management</a>	Periode 2	6.0	E_IBA3_ESCM

Emerging Technologies for E-Business and Online Commerce	Periode 3	6.0	E_IBA3_ETEOC
Information Systems in E-Business and Online Commerce	Periode 2	6.0	E_IBA3_ISEOC
Internship Minor E-business and Online Commerce	Periode 2+3	12.0	E_IBA3_IMEOC
Introduction to E-Business and Online Commerce	Periode 1	6.0	E_IBA3_IEOC

## Minor Sustainability and Innovation

Sustainable development is one of the key challenges for the 21st century. The minor on Sustainability and Innovation offers students a programme rooted in business and economics to explore how innovation can contribute to sustainable development. Sustainability builds on the understanding that actions 'here and now' have effects in other places, for other people, at other moments in time. This leads to grand challenges such as problems with global warming, water, energy, and poverty. Yet, addressing such grand challenges offers opportunities for business as well, and many leading companies and new start-ups are reaping such opportunities. Through sustainable innovations like renewable energy solutions, micro loans, circular business models, and 'sharing economy' platforms, to name just a few, these emerging businesses tap into growth markets. Characteristic of these opportunities is that they create shared value: they do not only create profit, but also create value for planet and people. In this minor students will learn to understand global and local sustainability issues, and learn how to apply this knowledge to design strategies, value chains, and innovations. With its academically and practically challenging programme, this minor aims to inspire students that wish to take on an entrepreneurial role in society by joining an established firm, a government agency, or by starting a firm themselves.

### For who?

This minor can be followed by all FEWEB bachelor students. In addition, advanced bachelor students (third year) from other faculties as well as other universities are welcome to join. Particularly those with an interest in Business and Organization Studies, Economics, Social Sciences, Social Psychology, Healthcare, Media and Communication Studies, Engineering, Technology Management, Operations Management and Education.

It is especially interesting for:

- Future managers who want to understand how sustainability can be implemented in existing business
- Entrepreneurs / intrapreneurs that want exploit the opportunities sustainability offers
- Future consultants in sustainability, strategic business consultants, of government policy consultants
- Students that want to be active in NGO's or other societal organizations

Language.

The minor programme will be taught in English.

## Courses

The programme consists of five courses of 6 EC. These courses zoom in from societal and economical issues, to businesses processes and stakeholders, to specific innovations and how they can be marketed. The programme starts with providing insight in the grand challenges for sustainability and the introduction of a stakeholder perspective on organizations. This stakeholder perspective is applied in courses on organizing for sustainable innovation and the management of sustainable supply chains. In the last course on marketing and consumer behavior, students can show their understanding of the previous courses by designing a marketing plan for an innovative product, service or business model.

## Internship.

It is possible to replace two of the courses for an internship that will be supervised by one of the lecturers of the courses. The courses to be replaced are one out of the two courses "Organizing sustainable innovation" and "Sustainable supply chain management" (both in period 2) in combination with "Marketing sustainable innovations" (in period 3). Internships should be aligned with a topics addressed in the minor and should be initiated by students. Proposals for an internship need approval from the minor coordinator.

## Coordinator.

Hans Berends (temporary replacing Rosalinde Klein Woolthuis)  
Professor of Innovation and Organization  
Department of Information, Logistics and Innovation  
[j.j.berends@vu.nl](mailto:j.j.berends@vu.nl)

This minor contains 5 compulsory courses. Instead of the courses Marketing Sustainable Innovations and Organizing Sustainable Innovation you may choose to do an internship. Note that the internship has to be approved by the minor coordinator in advance.

## Vakken:

Naam	Periode	Credits	Code
<a href="#">Grand Challenges for Sustainability</a>	Periode 1	6.0	E_IBA3_GCS
<a href="#">Internship Minor Sustainability and Innovation</a>	Periode 2+3	12.0	E_IBA3_IMSI
<a href="#">Marketing Sustainable Innovations</a>	Periode 3	6.0	E_IBA3_MSI
<a href="#">Organizing Sustainable Innovation</a>	Periode 2	6.0	E_IBA3_OSI
<a href="#">Shared Value Creation</a>	Periode 1	6.0	E_IBA3_SVC
<a href="#">Sustainable Supply Chain Management</a>	Periode 2	6.0	E_IBA3_SSCM

## Universiteitsminoren

### De universiteitsminoren

- Zijn in principe toegankelijk voor alle bachelorstudenten van alle faculteiten.

- Kennen voor sommige minoren een toegangseis.
- Hebben een vaste omvang van 30 EC.
- Vooraf geen toestemming van je eigen examencommissie nodig om de 30 EC van deze minor mee te laten tellen in het afstudeerpakket van je opleiding.
- Indien een bepaald vak uit de universiteitsminor onderdeel uitmaakt van je reguliere curriculum, kun je deze minor niet (volledig) volgen omdat vakken niet twee keer kunnen meetellen. Vraag in dat geval toestemming van de examencommissie voor de invulling van de profileringsruimte.

Opleidingsdelen:

- [Minor Brain and Mind](#)
- [Minor Sport, Movement and Health](#)
- [Minor Business Administration](#)
- [Minor Managing Digital Innovation](#)
- [Minor Economics](#)
- [Minor God in Nederland](#)
- [Minor Islam](#)
- [Minor Aan de slag met Literatuur](#)
- [Minor Psychologie en het Brein](#)
- [Minor Transnational Law and Society](#)
- [Minor Development Studies](#)
- [Minor Frontiers of Multicultural Societies](#)
- [Minor Netwerken in de informatiemaatschappij](#)
- [Minor Organizational Culture](#)
- [Minor Political Science](#)
- [Minor Filosofie](#)

## Minor Brain and Mind

Vakken:

Naam	Periode	Credits	Code
<a href="#">Brain in Trouble</a>	Periode 2	6.0	AB_1038
<a href="#">Cognitive Neuroscience</a>	Periode 1	6.0	AB_1056
<a href="#">Mind and Machine</a>	Periode 3	6.0	AB_1060
<a href="#">Nature versus Nurture</a>	Periode 1	6.0	AB_1057
<a href="#">The Developing Brain</a>	Periode 2	6.0	AB_1059

## Minor Sport, Movement and Health

Vakken:

Naam	Periode	Credits	Code
<a href="#">Inleiding Inspanningsfysiologie</a>	Periode 1	6.0	B_IF
<a href="#">Neuro- en Revalidatiepsychologie</a>	Periode 3	6.0	B_NEURREVPSY

Revalidatie	Periode 1	6.0	B_REVAL
Sensomotorische Coördinatie	Periode 2	6.0	B_SENSOCOR
Sportpsychologie	Periode 1	6.0	B_SPORTPSY
Talent en Talentontwikkeling	Periode 3	6.0	B_TALENT
Toegepaste Inspanningsfysiologie	Periode 2	6.0	B_TIF

## Minor Business Administration

Why are some companies outperforming their rivals? How is it that companies like Nike and ASML are responsive to changes in customer preferences and are successfully battling their competitors, whereas companies like General Motors and Philips struggle? Why are companies like Airbnb and Uber successful in developing and selling product and service innovations, whereas publishers and record companies lack innovative capacity? How is it possible that long-existing companies are surpassed by new venture start-ups with radical different business approaches, such as Shapeways and Blendle? The answers to these questions show that high-performing companies excel in using new ways of management and organization. Specifically, these companies have business models that work in today's dynamic environment.

In the Minor in Business Administration you will learn to build, assess, and change business models and tackle management and organization issues.

The Minor in Business Administration is a 30 EC programme taught in English. You will become familiar with the foundations of business administration: strategy, marketing, finance, accounting, logistics, technology, and human resource management. Using business model thinking, you will combine and apply the knowledge from these disciplines to study businesses. In addition, midway the programme you are asked to select a specialization theme, which enables you to obtain a deeper understanding about the relationship between your profession and a business discipline. In addition to academic skills, the programme emphasizes professional skills, including creativity, communication, reflexivity, and consultancy. The Minor Business Administration provides you with knowledge and skills to successfully act in dynamic organizations, irrespective of your professional background.

Students in the BSc programmes Economics and (International) Business Administration are excluded from participating in this University Minor.

Vakken:

Naam	Periode	Credits	Code
Business Model Assessment	Periode 2	6.0	E_MB_BMA
Business Model Innovation	Periode 1	6.0	E_MB_BMI
Business Professionals	Periode 2	6.0	E_MB_BPROF
Business Project	Periode 3	6.0	E_MB_BPROJ
Foundations of Business Administration	Periode 1	6.0	E_MB_FBA

## Minor Managing Digital Innovation

The opportunities of the digital era are essentially unlimited. Innovative technologies may completely change how business and design processes are set up, while new directions for fruitful start-ups are countless. This calls for new and strategic ways of organising these opportunities to innovate in the digital world. If you are interested in new, exciting ways to organise for digital innovation, if you want to learn how new digital technologies such as big data, 3D printing and robotization change the way of working in your own field of expertise; if you are interested in how to design and organise pervasive digital technologies, if you would like to start your own Spotify, Uber or Airbnb in your own specific discipline and would like to learn how to do so; if you are interested in new professional, organisational and managerial insights related to digital innovation, this minor is for you.

This minor is a 30 EC programme taught in English. The programme consists of five courses taught during the first semester of the third year of your Bachelor program.

Students in the Bachelor programmes (International) Business Administration are excluded from participating in this university minor.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Business Intelligence and Analytics</a>	Periode 2	6.0	E_MM_BIA
<a href="#">Ethics of Algorithms</a>	Periode 3	6.0	E_MM_ETHA
<a href="#">Introduction to Digital Innovation</a>	Periode 1	6.0	E_MM_IDI
<a href="#">New Ways of Working</a>	Periode 2	6.0	E_MM_NWW
<a href="#">Strategic Management of Technology and Innovation</a>	Periode 1	6.0	E_BK3_SMTI

## Minor Economics

What is the future of employment in the face of technical innovation? Why does the discovery of natural resources make a country sometimes poorer rather than richer? How can we keep the pension and health care system sustainable if there are only half as many working age people? Why do economic crises occur? These questions illustrate how economics touches upon the most pressing problems of today: economic well-being, inequality and sustainability. In the minor in Economics you will learn to tackle economic issues by learning to think like an economist.

The minor in Economics is a 30 EC programme taught in English. You will become familiar with the development of economic thought, including the principles of micro- and macroeconomic theory and key insights from empirical economic analysis. You will gain insight into the role of economic policy, learning to identify when markets fail and when policy interventions may provide solutions. Finally, you learn to take a



structured approach to solving practical problems using economic core concepts. Upon completion you will have a proven ability to apply sound economic reasoning to a range of issues on a micro- and macroeconomic level, for example related to health, law, environment, finance, labor, transport, and development.

Students in the BSc programmes Economics and Econometrics are excluded from participating in this university minor.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Applications in Economic Policy: Policy Analysis, Formulation and Evaluation</a>	Periode 3	6.0	E_ME_AEP
<a href="#">Business Cycles and Stabilization Policy</a>	Periode 2	6.0	E_ME_BCSP
<a href="#">Development of Macroeconomic Thought</a>	Periode 1	6.0	E_ME_DMT
<a href="#">Foundations of Microeconomics</a>	Periode 1	6.0	E_ME_FM
<a href="#">Structural Policy</a>	Periode 2	6.0	E_ME_SP

## Minor God in Nederland

Waarom is het Nederlandse koningshuis protestants? Waarom is het noorden van Nederland protestants en het zuiden katholiek? Waarom was Amsterdam zo'n joodse stad? Waren de regenten in de Gouden Eeuw echt zo tolerant? Hoe anti-religieus was de Verlichting in Nederland? Waarom was Nederland voor 1960 zo kerkelijk? Hoe komt dat het confessionele partijen een groot deel van de 20 eeuw aan de macht waren? Voor dergelijke vragen kun je terecht in de minor God in Nederland. In vijf modules krijg je inzicht in de Nederlandse religiegeschiedenis op lange termijn. Aan de Faculteit der Geesteswetenschappen doceren bekende specialisten op dit gebied binnen het Amsterdam Institute for Religious History. Hieronder valt onder meer het Historisch Documentatiecentrum, dat een unieke collectie beheert op het gebied van protestantse geschiedenis. Bij de Universiteitsbibliotheek zullen we gebruik maken van deze collectie om het historisch handwerk te oefenen.

### Eindtermen

De student heeft na het volgen van de minor een breed en actueel inzicht in de Nederlandse religiegeschiedenis. Twee modules in periode 1 bieden een stevig fundament voor een algemene theoretisch/historiografische en cultuur-/religiehistorische benadering. Twee modules in periode 2 zoomen in op de joodse geschiedenis en de eigentijdse geschiedenis van het protestantisme. In de laatste module in periode 3 gaat het over de Bijbel als boek en bron van culturele en religieuze identiteitsvorming.

### Ingangseisen en doelgroep

De minor is met name bedoeld voor derdejaars bachelorstudenten Geschiedenis, Religiewetenschappen of Theologie, hetzij aan de VU, hetzij aan een andere universiteit, maar staat ook open voor andere studenten. Deelnemers dienen 90 ECTS te hebben behaald. Aanbevolen voor (research) masters, specialisatie Church History (GGL) resp.

Geschiedenis (FGW).

Coördinatie

Prof. dr. Fred van Lieburg (Geesteswetenschappen)

([f.a.van.lieburg@vu.nl](mailto:f.a.van.lieburg@vu.nl))

Studiegidsinformatie

Bekijk hieronder de vakken van de minor en lees meer over het programma.

Vakken:

Naam	Periode	Credits	Code
<a href="#">De bijbel als Volksboek</a>	Periode 3	6.0	G_BIJVOL
<a href="#">Inleiding Nederlandse religiegeschiedenis</a>	Periode 1	6.0	L_GNBAALG002
<a href="#">Internationale protestantse relaties</a>	Periode 1	6.0	L_GCBAALG005
<a href="#">Joodse religieuze culturen</a>	Periode 2	6.0	L_GCBAALG006
<a href="#">Nieuwe religiositeit: Nederlands protestantisme na de Tweede Wereldoorlog</a>	Periode 2	6.0	G_NWRELIG

## Minor Islam

Vakken:

Naam	Periode	Credits	Code
<a href="#">Geschiedenis van de Islam tot 1800</a>	Periode 2	6.0	G_GESISTOT18
<a href="#">Inleiding in de Koran en Soenna</a>	Periode 1	6.0	G_INLKOSO
<a href="#">Islam en Europese cultuur</a>	Periode 1	6.0	G_ISLEURCUL
<a href="#">Islamitische ethiek</a>	Periode 3	6.0	G_ISLAMET
<a href="#">Islamitische theologie/Kalam</a>	Periode 2	6.0	G_ISLMTHKAL

## Minor Aan de slag met Literatuur

Wil je zelf schrijver worden? Heb je altijd al de 'grote' romans uit de wereldliteratuur willen lezen? Grijp nu je kans en volg de caleidoscopische minor 'Aan de slag met literatuur', die in de voorafgaande jaren door vele studenten is bezocht en lof kreeg toegezwaard. In deze minor gaat het om de relatie tussen literatuurwetenschappelijke theorie en literaire praktijk; om academische literatuurbeschuwing en de lectuur of interpretatie van romans en verhalen die velen hebben gefascineerd. De voertaal is Nederlands.

De minor is toegankelijk voor alle studenten in en buiten de VU. Hou je van lezen, van letteren? Grijp dan je kans. Voor studenten Literatuur en Samenleving is de minor een mooie aanvulling op het bachelorprogramma,

want er worden auteurs en onderwerpen besproken die nog niet eerder aan bod zijn geweest.

De minor bestaat uit twee verplichte onderdelen en twee onderdelen waaruit je een keuze maakt. In periode 1 en 2 volgen alle studenten de onderdelen 'Meesterwerken uit de wereldliteratuur' en 'Inleiding Editiewetenschap: papier en digitaal'. Daarna maak je een keuze uit twee vakken (zie hieronder en zie schema op de achterkant).

De cursussen in het kort

In 'Meesterwerken uit de wereldliteratuur' passeren grote namen de revue: Lucretius, Hermans, Houellebecq, Milne Flaubert, Nabokov en Mann komen aan bod. Je leert de structuur en de thematiek van hun werken analyseren en bestudeert de doorwerking van deze teksten op de literatuur van later eeuwen. Daarnaast maak je kennis met het uitgeven van teksten: in het onderdeel 'Inleiding editiewetenschap: papier en digitaal' krijg je antwoord op vragen als: zijn digitale ontwikkelingen een bedreiging of een kans voor boekhandels en bibliotheken? Gaan mensen anders lezen als ze een e-book gebruiken? Bovendien leer je zelf een editie van een tekst verzorgen.

In periode 2 maak je een keuze tussen 'Creative Writing' of 'Schrijvershuisbezoeken'. Studenten Literatuur en Samenleving kiezen voor 'Schrijvershuisbezoeken' (omdat zij al eerder in hun opleiding een module creatief schrijven hebben gehad). Tijdens de colleges 'Creative Writing' schrijf je zelf een kort verhaal. Als je zelf schrijft, begrijp je namelijk beter hoe het literaire mechaniek werkt: structuur, stijl, plot, genre, ruimte. In het vak 'Schrijvershuisbezoeken' tot slot ga je samen met de Vrije Schrijver van de VU op bezoek bij literaire auteurs en discussieer je met hen over hun recente werk en hun opvattingen over literatuur.

Wil je meer weten?

Meer informatie over deze minor vind je in de studiegids. Je kunt ook contact opnemen met de coördinator van de minor, Jacqueline Bel ([j.h.c.bel@vu.nl](mailto:j.h.c.bel@vu.nl)).

Vakken:

Naam	Periode	Credits	Code
<a href="#">Creative Writing</a>	Periode 2	6.0	L_NNBAALG001
<a href="#">Inleiding editiewetenschap 1</a>	Periode 1	6.0	L_AABAALG060
<a href="#">Inleiding editiewetenschap 2</a>	Periode 2	6.0	L_AABAALG062
<a href="#">Meesterwerken uit de wereldliteratuur</a>	Periode 1+2	12.0	L_AABAALG020
<a href="#">Schrijvershuisbezoeken</a>	Periode 2	6.0	L_NNBAALG002

## Minor Psychologie en het Brein

De kennis over de psyche en ons brein groeit snel. Wekelijks verschijnen er artikelen en boeken met baanbrekende inzichten over de werking van onze hersenen en het effect hiervan op ons gedrag. Deze kennis verandert de wereld, met steeds sterk wordende effecten op marketing, rechtspraak, technologie, computers, onze voeding en de economie. Het geeft ons inzichten in waarin en waarom we van elkaar verschillen, en helpt ons

bepaalde groepsprocessen in de maatschappij te verklaren. Kennis over de psychologie en ons brein zijn een must voor iedereen die wil begrijpen waarom we doen wat we doen.

#### Doel

De minor Psychologie en het brein laat studenten kennismaken met de vakgebieden die gedrag en brein onderzoeken. Studenten krijgen in de minor een overzicht van de psychologie en de cognitieve neurowetenschappen, en worden vervolgens geïntroduceerd in de manier van onderzoek doen in deze velden. De doelstellingen hierbij zijn bij de student:

- a. de kennis aan te brengen om met verstand te oordelen over claims die zowel binnen als buiten de wetenschap over psyche en brein worden gemaakt,
- b. de vaardigheden bij te brengen om zelf onderzoek te doen naar psyche en brein.

#### Doelgroep:

De minor is aantrekkelijk voor studenten met een algemene interesse in psychologie en de hersenen, met voorkennis van statistiek (zoals aangeboden in bachelors in de sociale wetenschappen, economie, exacte en biomedische wetenschappen).

#### Ingangseisen:

- Minstens 90 EC behaald binnen één bachelorprogramma.
- Minstens 6 EC behaald aan statistische vakken.
- Voor het laatste vak, Research Toolbox, geldt als ingangseis dat het eerste vak, Inleiding Psychology (UM), gehaald moet zijn.

#### Aantal deelnemers:

Er geldt een maximum van vijftig studenten per jaar, die op basis van First come First serve worden gekozen.

#### Vakken:

Naam	Periode	Credits	Code
<a href="#">Behaviour Genetics (UM)</a>	Periode 2	6.0	P_UBEHGEN
<a href="#">Biologische Psychologie (UM)</a>	Periode 2	6.0	P_UBIOPSY
<a href="#">Cognitive Neuroscience (UM)</a>	Periode 1	6.0	P_UCOGNEUS
<a href="#">Inleiding Psychologie (UM)</a>	Periode 1	6.0	P_UINLPSY
<a href="#">Psychophysio and Cogn. Applications (UM)</a>	Periode 3	6.0	P_UPCAPP

## Minor Transnational Law and Society

#### Vakken:

Naam	Periode	Credits	Code
<a href="#">Current Issues in Transnational Law</a>	Periode 3	3.0	R_CIsTrL

Human Rights and Migration: Citizenship	Periode 2	6.0	R_HumRC
Human Rights and Migration: Current Issues	Periode 3	3.0	R_HumRCI
Human Rights and Migration: The Border	Periode 1	6.0	R_HumRB
Internet Governance	Periode 1	6.0	R_InternGov
Transnational Law in Theory and Practice	Periode 2	6.0	R_TL-TP

## Minor Development Studies

Vakken:

Naam	Periode	Credits	Code
Culture and Citizenship	Periode 2	6.0	S_CC
Development and Globalization	Periode 1	6.0	S_DG
Development from an Interdisciplinary Viewpoint	Periode 3	6.0	S_DIV
Environment and Development	Periode 1	6.0	S_ED
Global Political Economy	Periode 2	6.0	S_GPE

## Minor Frontiers of Multicultural Societies

Vakken:

Naam	Periode	Credits	Code
Global Religion and Local Diversity	Periode 2	6.0	S_GRLD
Identity and Diversity in Organizations	Periode 2	6.0	S_IDO
Radicalization and Conflict	Periode 1	6.0	S_RC
Sociology of Globalization and Multiculturalism	Periode 1	6.0	S_SGM
Urban Struggle	Periode 3	6.0	S_US

## Minor Netwerken in de informatiemaatschappij

Vakken:

Naam	Periode	Credits	Code
Analyselab	Periode 3	6.0	S_AL

<a href="#">De netwerksamenleving</a>	Periode 1	6.0	S_DNWS
<a href="#">De virtuele organisatie</a>	Periode 2	6.0	S_DVO
<a href="#">Democratie 2.0</a>	Periode 2	6.0	S_DM20
<a href="#">Social Media</a>	Periode 1	6.0	S_SM

## Minor Organizational Culture

Vakken:

Naam	Periode	Credits	Code
<a href="#">Business Anthropology</a>	Periode 1	6.0	S_BA
<a href="#">Identity and Diversity in Organizations</a>	Periode 2	6.0	S_IDO
<a href="#">Intercultural Communication</a>	Periode 1	6.0	S_IC
<a href="#">Organization Politics</a>	Periode 2	6.0	S_OP
<a href="#">Organizational Discourse and Narrative Analysis</a>	Periode 3	6.0	S_ODNA

## Minor Political Science

Vakken:

Naam	Periode	Credits	Code
<a href="#">Capita Selecta Political Science</a>	Periode 3	6.0	S_CSps
<a href="#">Comparative Political Research</a>	Periode 2	6.0	S_CPR
<a href="#">Global Political Economy</a>	Periode 2	6.0	S_GPE
<a href="#">International Relations and Global Governance</a>	Periode 1	6.0	S_IRGG
<a href="#">State, Power and Conflict</a>	Periode 1	6.0	S_SPC

## Minor Filosofie

Vakken:

Naam	Periode	Credits	Code
<a href="#">Ethiek I</a>	Periode 2	6.0	W_BA_ETH1
<a href="#">Kopstukken I</a>	Periode 1	6.0	W_BA_KOPI
<a href="#">Kopstukken II</a>	Periode 2+3	6.0	W_BA_KOPII
<a href="#">Philosophy of Mind</a>	Periode 1	6.0	W_BA_PHOM
<a href="#">Wetenschapsfilosofie</a>	Periode 2+3	6.0	W_BA_MWET

## Mission statements, main aspects and final attainment levels

The Programme carries the following mission statement:

The bachelor's Programme International Business Administration at VU University Amsterdam aspires to bring graduates to the market that are well-rounded Academics as well as Professionals and Citizens, that have a fine-grained understanding of the three core elements of our programme, People, Business, and the International Context".

Central to the mission statement are the elements People, Business, and the International Context:

- The people aspect focuses on the individual and helps you to understand and manage international and cultural challenges.
- The business aspect is about the different disciplines that together represent the business environment so you become a well-rounded academic as well as business professional
- Finally, the international context addresses the global marketplace that you aspire to become a part of.

By integrating people, business, and international context, students do not only develop only knowledge and skills, but also a strong cultural sensitivity and self-awareness that is need to truly become a world citizen.

Target Group:

The programme aims primarily at international and local students having completed a secondary education equivalent to the level of Dutch pre-university education. Selection as to motivation, international experience, proficiency in English and Mathematics is part of the admission procedure.

## Enrolment for courses and exams

See VUnet for more information about course enrolment.

## Teaching

The methods of teaching used are geared to the final objectives of the programme. This means that knowledge must be garnered, but also that students must acquire sufficient insight to evaluate the practical value of such knowledge and the skills to apply it. It is for this reason that great emphasis is placed on interactive ways of learning during various tutorials and projects. The process of working with theories and models provides valuable insights into their potential and limitations. You can employ cases and study assignments to practice using the application.

Teaching therefore involves formal lectures as well as tutorials in various formats. Lectures tend to be plenary in nature (for the entire student group) while tutorials vary in size from 25 to 50 students, depending on the goals of the specific tutorial. All years involve a variety of educational formats.

Formal lectures are used to introduce students to the theoretical aspects. On average, you should expect to have three to four formal

lectures per week, each lasting for two hours.

Tutorials can have different objectives, for example:

- \* Instruction - short assignments are often given to prepare that often serve as an input for discussions later on in the course.
- \* Interaction - Response classes are more interactive in nature, the lecture material is taught through interaction between lecturer and students through questions, answers and discussion.
- \* Application - Apply the knowledge acquired. You will usually develop an assignment in teams of two or three students. This task may take the form of a case, working paper, calculations, etc. When working on a case, you have to define clearly the problem at hand, before determining how you are going to go about developing a solution for this problem. Finally, you resolve the case and draw up a written report. The teams present their case solutions during the case tutorial, after which they are discussed by the group. The main purpose of the practical assignments and cases is to promote understanding and to teach students how to apply the results.

The specific use of tutorials is outlined in each course manual and explained during each course.

## After your BSc

### MASTER PROGRAMMES

Following your bachelor, you can opt to continue studying, either at our faculty or at different university. Our faculty offers several Master's of Science programmes. An overview is presented below, including the requirements. All programmes start in September only and are taught in English.

Below are the entry requirements for students with a FEWEB Bachelor's degree in International Business Administration for admission to a FEWEB Master's programme.

#### MSc ACCOUNTING AND CONTROL (\*1)

Accounting in Multi-National Enterprises (E\_IBA2\_AMNE)

Accounting Information Systems (E\_EBE3\_ACIS)

Auditing (E\_EBE3\_AUD)

Choice between:

- Corporate Finance in Emerging Economics (E\_IBA2\_CFEE)
- Financial Modelling and Derivatives (E\_IBK3\_FMD)

Recommended:

- Financial Accounting (NL course) 2 (E\_EBE2\_FAC)
- Management Accounting (NL course) 2 (E\_EBE2\_MANAC)

#### MSc BUSINESS ADMINISTRATION

Entry requirements differ by specialization

#### MSc BUSINESS ADMINISTRATION – FINANCIAL MANAGEMENT

Financial Modelling and Derivatives (E\_IBK3\_FMD)

International Financial Management (E\_IBK3\_IFM)

Recommended:

- Corporate Finance in Emerging Economics (E\_IBA2\_CFEE)



## MSc BUSINESS ADMINISTRATION – DUISENBERG HONOURSPROGRAMME FINANCIAL MARKETS AND REGULATION

Financial Modelling and Derivatives (E\_IBK3\_FMD)

International Financial Management (E\_IBK3\_IFM)

Recommended:

- Corporate Finance in Emerging Economics (E\_IBA2\_CFEE)

And:

1. Outstanding performance in the completed preceding bachelor programme.
2. You also have to send a Motivation letter and resume with your application before 15 June to [toelating.feweb@vu.nl](mailto:toelating.feweb@vu.nl).

## MSc BUSINESS ADMINISTRATION – HUMAN RESOURCE MANAGEMENT

Contemporary Perspectives on OB: Leading Change (E\_IBK3\_CPOB)

Contemporary Perspectives on HRM Theory (E\_IBK3\_CPHRM)

## MSc BUSINESS ADMINISTRATION – INFORMATION AND KNOWLEDGE MANAGEMENT

Business Intelligence and Analytics (E\_IBK3\_BIA)

Knowledge Management (E\_IBK3\_KM)

## MSc BUSINESS ADMINISTRATION – MANAGEMENT CONSULTING

Foundations of Strategic Management (E\_IBK3\_FSM)

Debates in Consulting Research (E\_IBK3\_DCR)

## MSc BUSINESS ADMINISTRATION – STRATEGY AND ORGANIZATION

Foundations of Strategic Management (E\_IBK3\_FSM)

Strategic Management from a Practice Perspective (E\_IBK3\_SMPP)

## MSc BUSINESS ADMINISTRATION – TRANSPORT AND SUPPLY CHAIN MANAGEMENT

Managing and Improving Quality (E\_IBK3\_MIQ)

Procurement and Supply Management (E\_IBK3\_PSM)

## MSc BUSINESS IN SOCIETY (Two year Joint Research Master's programme)

1. Outstanding performance in the completed preceding bachelor programme and interest in scientific research
2. Deadline for application is 1 June, you can find a list of all criteria at the website of the UvA.

## MSc ECONOMETRICS AND OPERATIONS RESEARCH

MSc ECONOMETRICS AND OPERATIONS RESEARCH - specialization Econometrics and Mathematical Economics

Minor Applied Econometrics: A Big Data Experience for All: Regular Programme for Non Econometrics students completed with a GPA of at least 7.0

Recommended:

- Econometrics II (NL course) (E\_EOR2\_TR2)

- Econometrics III (E\_EOR3\_TR3)

## MSc ECONOMETRICS AND OPERATIONS RESEARCH - specialization Operations

## Research

### Minor Operations Analytics

#### Strongly Recommended:

- Operations Research I (NL course) (E\_EOR2\_OR1)
- Operations Research II (NL course) (E\_EOR2\_OR2)

## MSc ECONOMICS

### Macroeconomics II (E\_EBE2\_MACEC)

### Microeconomics II (NL course) 2 (E\_EBE2\_MICEC)

### Quantitative Research Methods III - Economics and Finance (E\_EBE3\_QRMEF)

#### Recommended:

### Industrial Organization (E\_EBE3\_IO)

#### and one course of:

- Inclusive Growth and Sustainability (E\_EBE3\_IGS)

#### OR

- Human Capital Across the Life Cycle (E\_EBE3\_HCALC)

## MSc ENTREPRENEURSHIP (Joint programme)

#### No additional requirements.

#### Recommended:

- Foundations of Strategic Management (E\_IBK3\_FSM)
- Small Business Development (E\_IBK3\_SBD)

## MSc FINANCE

### Corporate Finance in Emerging Economies (E\_IBA2\_CFEE)

### Financial Markets and Institutions (E\_EBE3\_FMI, note that this is an extra course in addition to the courses offered in the IBA programme)

### Financial Modelling and Derivatives (E\_IBK3\_FMD)

### Investments (E\_EBE3\_INVES)

#### Recommended:

- Quantitative Research Methods III - Economics en Finance (E\_EBE3\_QRMEF)

## MSc DUISENBERG HONOURS PROGRAMME QUANTITATIVE RISK MANAGEMENT

#### Choice between:

- Introduction to Econometrics (E\_EOR3\_IE)
- Econometrics I (E\_EOR2\_TR1)
- Investments (E\_EBE3\_INVES)
- Statistics (NL course) 2 (E\_EOR1\_STAT)
- Probability Theory (NL course) 2 (E\_EOR1\_PT)
- Programming for Economists (NL course) 2 (X\_400644)

#### Or:

### The minor Applied Econometrics: A Big Data Experience for All (30 EC)

### Investments (E\_EBE3\_INVES)

Selection is based on your motivation, grades and affiliation with finance. You have to send a Motivation letter, CV en bachelor thesis with your application before 1 May to [toelating.feweb@vu.nl](mailto:toelating.feweb@vu.nl)

## MSc MARKETING

### Consumer Behavior (E\_EBE3\_CBEH)

### Digital Marketing and Metrics (E\_EBE3\_DMM)

## MSc SPATIAL, TRANSPORT AND ENVIRONMENTAL ECONOMICS

Micro Economics II (NL course) 2 (E\_EBE2\_MICED)

Quantitative Research Methods III - Economics en Finance (E\_EBE3\_QRMEF)

MSc PHILOSOPHY (tweejarige researchmaster)

Belangstelling wetenschappelijk onderzoek  
Goede resultaten

(\*1) Students wishing to enter the post graduate programme Accountancy without deficiencies can also follow the courses: Accounting & IT Systems I & II E\_EBE3\_AIT1 period 1 and E\_EBE3\_AIT2 period 2, Tax and Organizations E\_EBE3\_TO period 3 (these courses are part of the minor Accounting, Organizations and Society)

The elective course Corporate Finance in Emerging Economies compulsory for the master's course Advanced Corporate Finance for Accounting and Control 4.2 (part of the MSc Accounting and Control, specialization Controlling).

Fluency in Dutch is required for the post graduate programme.

(\*2) NL course; means that the language of instruction is Dutch.

## POSTGRADUATE PROGRAMMES

The programmes Certified Management Accountant, Certified Financial Manager en Chartered Financial Analyst can be entered with a completed bachelor's degree in International Business Administration.

Upon completion of your master's degree your master's programme you can opt for a postgraduate programme for further specialization. Usually these programmes involve vocational training and professional education and lead to for instance chartered accountant or controller. Admission to any of the postgraduate programmes is dependent on the master you have taken.

For more information, take a look at [www.feweb.vu.nl](http://www.feweb.vu.nl) > Education > Postgraduate programmes.

## Extra courses concerning entry requirements to FEWEB Master Programmes

In your bachelor you can specialize in a specific field of Business and in most cases these courses are the entry requirements to start that master's programme. Some masters however require additional courses you have to pass in order to start that master's programme. You can find all entry requirements to the FEWEB master's courses under "After your BSc" in this study guide.

In case you need to pass one of the courses listed below in order to be admitted to the masters programme of your preference, you can enroll to the course via VUnet, as you are used to do.

Vakken:

Naam	Periode	Credits	Code
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Econometrics I	Periode 1+2	6.0	E_EOR2_TR1
Econometrics II	Periode 4+5	6.0	E_EOR2_TR2
Econometrics III	Periode 4	6.0	E_EOR3_TR3
Financial Accounting	Periode 4	6.0	E_EBE2_FAC
Financial Markets and Institutions	Periode 4	6.0	E_EBE3_FMI
Macroeconomics II	Periode 1	6.0	E_EBE2_MACEC
Management Accounting	Periode 5	6.0	E_EBE2_MANAC
Microeconomics II	Periode 4	6.0	E_EBE2_MICEC
Operations Research I	Periode 1+2	6.0	E_EOR2_OR1
Operations Research II	Periode 4+5	6.0	E_EOR2_OR2
Probability Theory	Periode 1+2	6.0	E_EOR1_PT
Programming for Economists	Periode 6	6.0	X_400644
Quantitative Research Methods III - Economics and Finance	Periode 4	6.0	E_EBE3_QRMEF
Statistics	Periode 4+5	6.0	E_EOR1_STAT

## Academic Skills

<b>Vakcode</b>	E_IBA1_ACSK ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. S.E. Beijer
<b>Examinator</b>	dr. S.E. Beijer
<b>Docent(en)</b>	dr. S.E. Beijer
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	100

### Doel vak

This course is fundamental to the core of academic education. As the name already indicates, this course focusses on the development of your Academic Skills, i.e., Analysis, Abstraction, Argumentation and Application (the four As). You will critically reflect on academic research and further develop your skills to make connections between theories, models and concepts. In doing so, we also make a first step in how to develop sound research questions, specifically by learning to translate practically relevant problems into academically relevant research questions (Research skills). Moreover, this course has a strong emphasis on academic writing. This aspect is explicitly trained and evaluated in various assignments throughout the course, both in terms of grammar and fluency (Broadening your Horizon) as well as academic language. In sum, this course is designed to stimulate you to actively reflect on your own academic development.

### Inhoud vak

In order to develop yourself as an academic in an international landscape you need to be able to critically reflect on, write about, and

eventually also conduct research. In this course you will develop a fundamental skills set that enables you to thrive as an academic throughout your further studies and career. Understanding the academic world and developing related skills starts with understanding the academic community. Fundamental aspects of this community are related to different perspectives on research, the art of critical reasoning, and the language of science. In this course you will reflect on different perspectives on research, start applying academic skills through critical reasoning and writing, and work on doing this in fluent academic English.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Written Assignment - individual assessment  
Written Assignment – group assessment  
Mandatory attendance tutorials

NOTE: Obtaining study credits for this course is pending on fulfilling your research participation requirements in period 1 and 2.

### Literatuur

To be announced

Additional (required) materials will be announced via Blackboard.

### Aanbevolen voorkennis

1.1 People in Business and Society  
1.2 Economics for the Global Era  
1.2 Organization Theory

## Accounting

<b>Vakcode</b>	E_IBA1_ACC ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. K. Shahzad
<b>Examinator</b>	dr. K. Shahzad
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	100

### Doel vak

On an abstract level, this course teaches you to how to read, examine, and appraise an economic event to identify and extract information relevant for accountants (Academic Skills). More specifically, after this course you will have an understanding of importance of accounting information for companies. You will know that there are various types of stakeholders, each with specific information needs and that there are several types of accounting techniques and methods to available to meet their information requirements.  
(Knowledge).

This course does not only offer you fundamentals in terms of theory, but also teaches you to how to calculate the present and future value of financial assets and liabilities (Quantitative Skills).

Besides that, it will also give a basic understanding of the relevance of your knowledge for practice. Moreover, it will offer you a first outlook on the accounting profession for your future careers (Bridging Theory and Practice).

Finally, in light of the recent discussions on the role of accounting in the business field and the global debate on the role of the accountant, we aim to create an understanding that the accounting profession is not static but is influenced by current events, changing values and new insights (Broadening your Horizon).

### **Inhoud vak**

Have you ever thought that why some financial analysts are able to predict firm performance well in advance while others wait till the actual earnings announcements? Why some investors are able to quickly identify and reap the benefits of mispricing in the international financial markets while others earn only what is left over? Why some fund managers are able to build internationally diversified portfolios of stocks while others rely on the performance of local markets. One important thing that is common in these successful financial analysts, investors and fund managers is their ability to understand and analyze accounting information.

Accounting has two major branches, the Financial Accounting and Management Accounting. Financial Accounting starts with introduction of bookkeeping but Financial Accounting is much more than just bookkeeping. Financial Accounting is mainly concerned with communicating a firm's performance to external parties mainly the current and prospective investors of a firm. The information provided by Financial Accounting assists its users in understand how efficiently a firm's assets are being utilized, whether a firm is heading towards financial difficulties, whether a firm would be able to sustain its current performance, whether a firm would be able to finance its future expansion plans and much more. Financial Accounting also makes it possible to comparison of a firm's performance with its own historical performance, the performance of its local peers and, thanks to the introduction of International Financial Reporting Standards, with that of its peer working internationally.

Management Accounting is focused on creating information that is used internally by firm managers. The information generated by Management Accounting assists firm managers in planning for future, getting a better control over firm performance, helping them in making right decisions and in achieving a firm's goals.

This course is the first step to equip you with the tools and techniques that are necessary to create, comprehend and evaluate information generated by Financial and Management Accounting.

### **Onderwijsvorm**

Lectures

Tutorials

### **Toetsvorm**

Interim exam – Individual assessment

Written exam – Individual assessment

Mandatory attendance tutorials

### **Literatuur**

McLaney, E. and Atrill, E. (2014), Accounting & Finance: An Introduction. 7th edition. Pearson Education.

Additional (required) materials will be announced via Blackboard.

### **Aanbevolen voorkennis**

Students are expected to have a good understanding of basic algebra and ratio proportion techniques taught in 1.1 Business Mathematics.

## Accounting and IT Systems I

<b>Vakcode</b>	E_EBE3_AIT1 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. J.G.I. van den Belt RA
<b>Examinator</b>	drs. J.G.I. van den Belt RA
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### **Doel vak**

Knowledge:

Students are able to translate a situation from the fields of financial accounting, management accounting or tax into the book-keeping of a company. In other words: learn to think in journal entries.

Bridging theory and practice:

Students will learn the consequences in the book-keeping of decisions that are taken in the organization, but also how information from the book-keeping supports management with decision taking.

### **Inhoud vak**

For the basic functions in an organization as well as for some advanced themes consequences in the book-keeping are taught. After the basic concepts of the system of book-keeping are discussed (or refreshed) journal entries of typical processes that exist with a service, trade and production organization are taught. Next, the representation of some general items in the books of a company is discussed, among others: reporting principles; provisions; fiscal versus commercial valuation and mergers and consolidation.

### **Onderwijsvorm**

Lectures.  
Tutorials.

### **Toetsvorm**

Written exam – Individual assessment.  
Interim Assignments – Individual assessment.

### **Literatuur**

Bouwer, H.J., Emmerson, M. and M.B.J. Schauten (2013). Basics of bookkeeping, Noordhoff Uitgevers, Groningen/Houten, ISBN 978-90-01-83284-1, 1-220.

Additional reading will be announced on Blackboard.

### **Vereiste voorkennis**

Basic theory of book-keeping.

## **Accounting and IT Systems II**

<b>Vakcode</b>	E_EBE3_AIT2 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. J.G.I. van den Belt RA
<b>Examinator</b>	drs. J.G.I. van den Belt RA
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### **Doel vak**

The goal of this course is to give insight into the consequences of acquiring an ERP-system as well as working with an ERP-system.

#### Knowledge:

Research on the factors that influence the success of acquisition and implementation of an ERP-system as well as the realization of a business case is discussed. Practical knowledge about the ERP-system SAP will be gained.

#### Bridging theory and practice:

Themes that were learned in the Accounting-part of this course will be brought into practice with the application SAP.

#### Quantitative skills:

Realization of purchases, production and sales in a company is analyzed a.o. by comparison with planned figures and reported to management.

### **Inhoud vak**

The theoretical part starts with some basic concepts of automation in a company followed by the acquisition, implementation, operation and management of an ERP-system from a practical as well as an academic point of view. Attention is given to the influence of an ERP-system on business and administrative processes.

In the practical part a business is set up in SAP and a purchase, production and sales process is simulated resulting in management reports about the performance of the company.

### **Onderwijsvorm**

Lectures.

Tutorials.

### **Toetsvorm**

Written exam – Individual assessment.

Case – Individual assessment.



## Literatuur

Laudon & Laudon - Management Information Systems, Managing the digital firm, Global Edition, isbn 1397812920940

D.J. Schenk, C.T. Draijer – Hands-on with SAP ERP and IDES, isbn 9781783654529 (free download from Bookboon)

VU-Syllabus (published on Blackboard)

Academic papers (published on Blackboard)

Details will be announced on Blackboard.

## Aanbevolen voorkennis

Accounting and IT Systems I.

## Accounting in Multi-National Enterprises

<b>Vakcode</b>	E_IBA2_AMNE ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. D. Detzen
<b>Examinator</b>	dr. D. Detzen
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

## Doel vak

This course will teach you how to analyze and evaluate financial and management accounting information, focusing on the most relevant inputs for business analysis decisions. Hence, you will learn how to formulate and put forward a substantiated argument that supports your decision, such as recommending investment in a multi-national company (Academic Skills).

To do so, you will learn to apply relevant financial analysis tools, valuation concepts and common management accounting methods, which enable you to determine the information most relevant for your decision (Quantitative Skills).

The tools discussed in this course explicitly take into account the current affairs and regulatory context of companies, thus emphasizing that accounting does not exist in a vacuum, but is closely connected to a company's societal and economic context in developed economies (Broadening your Horizon).

On a theoretical level, that approach means that you will get acquainted with and learn how to apply a commonly used framework for business analysis and valuation. Similarly, you will learn commonly used methods for planning, decision-making and control purposes to have a set of tools available for business decisions (Knowledge).

The course strives to apply this theoretical knowledge in the most relevant settings, which you will likely encounter in your subsequent career. Hence, the class equips you with methods and tools that you will apply to real-world examples, business cases and actual decision situations (Bridging Theory and Practice).

A vital part of this course is also that you are able to interact with your international peers by working in the informal setting of small teams, but also in the more formal environment of the classroom, where you will need to present the outcomes of your analysis and give constructive feedback to your peers (Social Skills).

### **Inhoud vak**

Suppose two firms report the same earnings in their financial statements. How come investors react differently to them? Why is one firm punished by the market, while the other's share price increases? A key aspect in answering these questions is the role of financial analysts, who largely determine what capital markets can reasonably expect from companies and whether investors should give their money to multi-national enterprises. This course helps you understand this role of analysts better by enabling you to trace and reproduce the way these mediators come up with their recommendations, seeing through some of the accounting choices companies make, placing the company firmly in its international context, and applying valuation concepts to multi-national enterprises in developed economies.

To do so, this class explicitly takes a user perspective to accounting information to help you understand the relevance of accounting information in multi-national enterprises. That means that you will take the role of a financial analyst when examining companies' financial statements on the basis of a commonly used framework for analysis and valuation. At the end of your assessment, you will be able to come up with an investment recommendation. From a company's perspective, you will take the role of a decision-maker who needs to place his/her judgment on the most relevant information for this decision. Hence, you will improve your understanding of important management accounting tools that you will encounter in your subsequent business career for planning, decision-making and control purposes.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Assignment – Group assessment  
Written exam – Individual assessment  
Mandatory attendance tutorials

### **Literatuur**

Financial Accounting:  
Palepu, K.G., P.M. Healy, and E. Peek, 2016, Business Analysis and Valuation: IFRS Edition, 4th edition, Cengage Learning.

Management Accounting:  
Bhimani, A., C.T. Horngren, S.M. Datar, and M. Rajan, 2015, Management and Cost Accounting, 6th edition, Pearson.

Additional (required) materials will be announced via Blackboard.

### **Aanbevolen voorkennis**

1.5 Accounting  
Good command of basic financial and management accounting concepts

## **Accounting Information Systems**

<b>Vakcode</b>	E_EBE3_ACIS ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. J.B.T. Bergsma RA
<b>Examinator</b>	drs. J.B.T. Bergsma RA
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

Tijdens dit vak worden de belangrijkste bestuurlijke informatievoorziening (BIV)-concepten in het hoorcollege behandeld en aan de hand van praktijkvoorbeelden toegelicht (Vakkennis). Vervolgens moet je daar zelf in de werkcolleges mee aan de gang door cases te maken voor verschillende soorten processen. Voor de ondernemingen in deze cases moet je een informatiesysteem ontwerpen afgestemd op de risico's en informatiebehoeften (Academische vaardigheden, Onderzoeksvaardigheden). De cases zijn representatief voor situaties die je later in de praktijk als accountant of controller ook kunt tegenkomen en geven je ook een beter begrip van de oorzaken van het ontstaan van de tegenwoordige boekhoudschandalen (Link met de praktijk, Algemene ontwikkeling).

Na afloop van het vak Accounting Information Systems ben je in staat:

- om een contingentiebenadering toe te passen voor het inrichten van een beheersings- en betrouwbaarheidssysteem en bij het bepalen van de managementinformatie;
- om de belangrijkste betrouwbaarheids- en beheersingsrisico's en informatiebehoeften te bepalen voor het inkoop-, crediteuren-, opslag-, productie- personeels-, verkoop- en debiteurenproces samen met handels-, productie- en dienstverleningsbedrijven;
- te beschrijven wat de functie is van de belangrijkste modellen en concepten die bij het vakgebied bestuurlijke informatieverzorging een rol spelen;
- voor organisaties die je in de praktijk tegenkomt de belangrijkste risico's aan te geven, de hoofdlijnen van de interne controle te beschrijven en procesbeschrijvingen te maken;
- kort aan te geven wat de gevolgen van algemeen maatschappelijke ontwikkelingen zoals corporate governance, duurzaamheid, ICT-techniek zijn voor de inrichting van de bestuurlijke informatieverzorging.

### Inhoud vak

Voor het nemen van beslissingen en het beheersen van organisaties hebben managers informatie nodig. Het vakgebied Accounting Information Systems (in het Nederlands bestuurlijke informatieverzorging genoemd) wordt omschreven als "alle activiteiten met betrekking tot het systematisch verzamelen, vastleggen en verwerken van gegevens gericht op het verstrekken van informatie ten behoeve van het nemen van beslissingen, het doen functioneren, het beheersen en het afleggen van verantwoording". Het vakgebied Accounting Information Systems legt daarmee de basis voor allerlei informatie over kosten en opbrengsten die de controller nodig heeft om calculaties te maken, interne rapportages voor de directie te maken en de externe jaarrekening voor de aandeelhouders op te stellen.

**Onderwijsvorm**

Hoorcolleges  
Werkcolleges.

**Toetsvorm**

Schriftelijk tentamen met mc en open vragen – individuele beoordeling (20%)  
Cases - groepsbeoordeling (20%).

**Literatuur**

- Oscar van Leeuwen en Jon Bergsma, Bestuurlijke Informatieverzorging in perspectief. Relevante en betrouwbare informatie voor sturing en beheersing. Meest recente druk.  
- Starreveld, Van Leeuwen en Van Nimwegen, Bestuurlijke informatieverzorging. Deel 2A: Toepassingen. Fasen van de waardekringloop. Meest recente druk. Groningen/Houten: Stenfert Kroese, ISBN 90 2073053 3.  
- Bodnar, G.H. en W.S. Hopwood. Accounting Information Systems. Meest recente editie. Pearson Prentice Hall

**Vereiste voorkennis**

Geen.

**Accounting Information Systems**

<b>Vakcode</b>	E_EBE3_AIS ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. J.B.T. Bergsma RA
<b>Examinator</b>	drs. J.B.T. Bergsma RA
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

**Overige informatie**

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

**Advanced Business Research Methods**

<b>Vakcode</b>	E_IBA3_ABRM ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. A.J. Porter

<b>Examinator</b>	dr. A.J. Porter
<b>Docent(en)</b>	dr. A.J. Porter
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Overige informatie

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## Advanced Human Resources Management

<b>Vakcode</b>	E_BK3_AHRM ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. D.A. Driver-Zwartkruis
<b>Examinator</b>	dr. D.A. Driver-Zwartkruis
<b>Docent(en)</b>	dr. D.A. Driver-Zwartkruis
<b>Lesmethode(n)</b>	Hoorcollege, Responsiecollege
<b>Niveau</b>	300

### Overige informatie

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## Analyselab

<b>Vakcode</b>	S_AL ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. E.J. van Ingen
<b>Examinator</b>	dr. E.J. van Ingen
<b>Docent(en)</b>	dr. E.J. van Ingen
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Practicum
<b>Niveau</b>	300

### Doel vak

Na afloop van deze cursus kan de student:

- vanuit een gegeven inhoudelijk probleem hypothesen opstellen en toetsen;
- gangbare analysetechnieken in netwerkonderzoek toepassen;
- resultaten interpreteren en onderzoeksbevindingen duidelijk rapporteren.

### Inhoud vak

Het Analyselab is een intensieve afsluiting van de minor 'Netwerken in de Informatiesamenleving' waar de analyse van sociale netwerken centraal staat. Tijdens de vakken is al geoefend met netwerkanalyse. In het analyselab werken studenten (grotendeels in groepjes) vier volle weken aan de analyse van diverse voor de minor geschikte soorten netwerkdata m.b.v. netwerkanalyse software. Na een korte theoretische inleiding worden onder begeleiding de benodigde analysetechnieken geleerd en toegepast en wordt verslag gelegd van de resultaten en waar nodig onderbouwd met netwerkvisualisaties. Vanwege de wisselwerking tussen theorie en inhoud aan de ene kant en de analyse van netwerkdata aan de andere kant, worden de werkgroepbijeenkomsten en practica ook deels als hoorcollege ingericht.

### Onderwijsvorm

Hoorcollege, werkgroep en practicum.

### Toetsvorm

Tijdens de werkcolleges wordt een streng schema van deadlines gehanteerd. Aanwezigheid tijdens de bijeenkomsten is verplicht. Als participatie en presentatie als voldoende worden beoordeeld wordt het eindcijfer bepaald door het gewogen cijfer van de werkgroep- en practicumopdrachten.

### Literatuur

- Wordt van tevoren via Blackboard bekend gemaakt.

### Vereiste voorkennis

Deelname aan de vier inhoudelijke vakken van de minor 'Netwerken in de informatiesamenleving' is voorwaardelijk voor deelname aan het analyselab.

### Aanbevolen voorkennis

Basale kennis over methodologie en statistiek wordt verwacht.

### Doelgroep

Studenten Minor "Netwerken in de informatiemaatschappij" (bachelor)

## Applications in Economic Policy: Policy Analysis, Formulation and Evaluation

<b>Vakcode</b>	E_ME_AEP ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. W. Janssens

<b>Examinator</b>	dr. W. Janssens
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### **Doel vak**

The objective of this course is to develop the capability of students to independently analyse a policy issue, design a policy response, or evaluate a policy intervention from an economic point of view.

Specific learning outcomes upon completion of this curricular item are:

- Students are able to identify a relevant (economic) policy issue, to motivate the urgency of the issue, and to formulate an appropriate research question
- Students are able to locate relevant economic theory in the literature and to apply it correctly in order to analyse the policy issue and to identify the economic rationale of potential or actual policy responses
- Students are able to identify, interpret and compare empirical findings from the economic literature to describe the policy issue, and/or the behavioural response of the market and government actors, and/or the impact of these responses
- Students have developed a critical attitude to the relevance and shortcomings of empirical data compared to theoretical requirements, and have become aware of limitations in insights that can be gained from theoretical reasoning alone when addressing real-life issues
- Students are able to present their findings clearly to academic expert and non-expert audiences
- Students are able to work independently, while incorporating relevant feedback into their work
- Students are able to give constructive feedback to peers

### **Inhoud vak**

In this intensive period course, students work in a policy area of their choice (e.g. international financial systems and banking regulation, macro policy, development and growth, environment, urban/transport, health, human capital, competition policy, industrial policy). Students write an economic policy-oriented research paper focusing on policy analysis, design and/or evaluation.

### **Onderwijsvorm**

One introductory lecture followed by weekly working groups (compulsory attendance)

### **Toetsvorm**

Paper, presentation and working group participation

### **Literatuur**

Various theoretical and empirical academic papers (dependent on the topic)

### **Vereiste voorkennis**

Foundations of Microeconomics and Development of Macroeconomic Thought

### **Aanbevolen voorkennis**

Business Cycles and Stabilization Policy and Structural Policy

## **Applied Quantitative Economics**

<b>Vakcode</b>	E_EBE3_AQE ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J. Schaumburg
<b>Examinator</b>	dr. J. Schaumburg
<b>Docent(en)</b>	dr. J. Schaumburg
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Overige informatie

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### Auditing

<b>Vakcode</b>	E_EBE3_AUD ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. A.H. Gold
<b>Examinator</b>	prof. dr. A.H. Gold
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### Doel vak

The goal of this introductory course to auditing is to learn about fundamental elements of (financial statement) auditing, both from a practical perspective and from a theoretical/academic point of view. With respect to the practical perspective, students will be exposed to the purpose of and economic demand for auditing, fundamental elements of conducting an audit, and the process employed by financial auditors (Knowledge; Academic skills; Bridging theory and practice). Significant attention will be devoted to ethical threats facing the auditor (Self-awareness, General development). Finally, students will analyze, discuss and interpret academic audit research output (Knowledge; Research skills; Academic skills).

More specifically, on successful completion of this course, students will be able to:

- explain the economic and societal role of financial audits;
- describe applicable regulatory and ethical requirements that guide the conduct of audits and determine when these requirements are applicable;
- describe the career path that the auditing profession offers;
- define the main concepts of auditing, such as reasonable assurance,



the audit risk model, and materiality;

- identify and illustrate all the stages of the audit process;
- reflect on ethical dilemmas that the student will face in his/her future role as auditor;
- analyze and interpret auditing cases using the obtained knowledge about main auditing concepts, the audit process, and given ethical awareness;
- recall the essence of a select number of state-of-the-art research articles in auditing and critically discuss and reflect on their findings.

### **Inhoud vak**

Auditing involves the testing and evaluation of evidence against agreed norms or criteria. The auditor has an important societal function because financial statement users (e.g. shareholders) and other stakeholders require some level of third party assurance on the qualitative aspects of information found in the financial statements, such as information reliability and relevance. For example, shareholders require primarily assurance about the reliability of financial statements, since they use these statements for their professional decision-making. Providers of debt financing, such as banks, need to know whether the presented liquidity ratios are accurate.

The course will focus on the role of the auditor in society and what demands this role imposes on the auditor. We start by giving an introduction to the demand for auditing, relying on the theoretical economic foundations of the profession. Next, the course focuses on the audit process, starting with the planning stage of the audit, where the auditor obtains an understanding of the client and its business and designs the audit plan, while paying careful attention to the audit risk model. The next two audit stages discussed at a general level include the conduct of audit procedures. Auditors can obtain various types of audit evidence to test the assertions (claims) made by management in the financial statements. The audit process concludes with the completion stage of the audit. By examining audit evidence obtained during an audit, auditors ultimately decide which type of auditor's report to issue. We also devote significant attention throughout the course on the audit profession's need for ethical behavior and professional skepticism, as well as the auditor's role and responsibilities with respect to fraud. Throughout the course, students will be offered the opportunity of interacting with practice during audit firm visits, practice-based case studies and/or guest lectures by practitioners.

Aside from offering students a practice-based introduction to the auditing profession, students will also be exposed to the academic auditing discipline by reading a selection of academic audit research papers and discussing the importance of the findings for the auditing profession.

### **Onderwijsvorm**

Lectures.  
Tutorials.

### **Toetsvorm**

Weekly or biweekly multiple choice tests – individual assessment.  
Essay - individual assessment.  
Written exam with open questions – individual assessment.

## Literatuur

- 'Principles of Auditing' by Rick Hayes, Hans Gortemaker, and Philip Wallage, Pearson 3rd Edition.
- Academic papers (available on Blackboard).
- Additional readings will be announced on Blackboard.

## Aanbevolen voorkennis

Basic understanding of Financial Accounting and Accounting Information Systems.

## Bachelor's Thesis

<b>Vakcode</b>	E_IBA3_THS (61780000)
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	9.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. A.M.C.E. Stam
<b>Examinator</b>	dr. A.M.C.E. Stam
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

## Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid.

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## Behavioral Game Theory

<b>Vakcode</b>	E_HP2_BGT (60322180)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. H.E.D. Houba
<b>Examinator</b>	dr. H.E.D. Houba
<b>Docent(en)</b>	dr. H.E.D. Houba
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

## Doel vak

To get acquainted with behavioral game theory: what is it, what does it want to accomplish, and can it deliver wrt the aims it has set. This includes why observed behavior in experiments systematically deviates from predictions made by classical Game Theory.

Through performing classroom experiments students will get a more intense experience of what it means to participate in a game setting, to

better interpret and understand experimental design and develop a critical attitude towards empirical evidence from experiments.

### **Inhoud vak**

Everywhere people, firms and institutions interact with each other in many different settings. For instance, negotiations for a contract or treaty, individuals or firms contributing to a joint partnership, managers motivating employees. Firms competing on the market, including web-shops, procurement auctions in B2B for contractors, and art-lovers competing at Christies. In all cases, the final outcome for each participant also depends upon the behaviour of others. Each participant has to deal with the strategic uncertainty about how the others will behave. Game theory deals with such strategic uncertainty.

For these reasons, game theory has become an influential toolbox in all branches of Economics, Finance and Management Science. It sometimes serves a normative role for policy advice (central banks should be independent), and at other times a descriptive role (keeping right when driving is stable and explains reality). There is also substantial evidence from experiments and reality that Game theory (and Economic Theory in general) sometimes makes lousy predictions. This course offers an inquiry for understanding the discrepancy between theory and reality. Also, theoretical developments to resolve this discrepancy need investigation.

The inquiry starts with laying bare the foundations of Game Theory: What are the driving principles. A major question is whether these principles can be tested in practice? Then, evidence from behavioural economics on game theoretic experiments will be investigated to establish the discrepancy between theory and reality. Finally, theoretical attempts to restore the descriptive power of Game Theory are discussed. Whenever possible, the normative implications for economic policy will be discussed.

### **Onderwijsvorm**

Because of the small group size (less than 15 students), the format differs from regular bachelor courses. The course consists of a mixture of classroom experiments, lectures in which participants and lecturer interact, presentations, discussions, reading scientific literature

### **Toetsvorm**

Presentation and a final individual assignment that includes writing an essay and performing experiments

### **Literatuur**

Selected scientific articles that are disclosed through Blackboard

### **Vereiste voorkennis**

None, except some elementary knowledge of economics

### **Aanbevolen voorkennis**

None

### **Doelgroep**

Honours students from FEWEB, other honours students

### **Intekenprocedure**

VUnet

## Behaviour Genetics (UM)

<b>Vakcode</b>	P_UBEHGEN ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. C.V. Dolan
<b>Examinator</b>	dr. C.V. Dolan
<b>Docent(en)</b>	dr. C.V. Dolan
<b>Lesmethode(n)</b>	Hoorcollege, Practicum
<b>Niveau</b>	300

### Doel vak

The aim of this course is to introduce students to behaviour genetics as applied to psychological variables. The students will learn what questions behaviour genetics addresses, and what designs and methods are used to answer these questions. The psychological variables of specific interest are intelligence and depression.

### Inhoud vak

This course will include explanation of the following:

- 1) The biometric model, underlying twin and family designs (used to infer the role of genetic and environmental effects from family resemblance).
- 2) Univariate and multivariate twin and family design
- 3) Methods based on measured genetic variants (candidate gene studies, GWAS and GCTA).
- 4) Introduction to non-parametric linkage and its relation to GCTA.
- 5) Gene-environment interplay (genotype X environment interaction, and genotype -environment covariance)

Each method is introduced conceptually, and in statistical / graphical terms (note! we assume little prior statistical knowledge). Each method is discussed in terms of its application to intelligence and or depression.

\*GWAS = genome wide association studies

\* GCTA = genetic complex trait analysis

### Onderwijsvorm

Lectures

### Toetsvorm

An written exam (tentamen)

### Literatuur

Articles + book chapters

### Vereiste voorkennis

Basic statistics (this is only: means, variance, covariance, correlation, linear regression). But all basic statistics will be reviewed during the lectures.

## Belastingrecht

<b>Vakcode</b>	E_EBE3_BEL ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	mr. J. Gooijer
<b>Examinator</b>	mr. J. Gooijer
<b>Docent(en)</b>	mr. H.A. Brasz
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voerpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

## Biologische Psychologie (UM)

<b>Vakcode</b>	P_UBIOPSY ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. D. van t Ent
<b>Examinator</b>	dr. D. van t Ent
<b>Docent(en)</b>	dr. D. van t Ent
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

### Doel vak

Inzicht verwerven in de structuur en functie van het zenuwstelsel en de rol van het zenuwstelsel in (ab)normaal gedrag.

### Inhoud vak

Begrippen uit de biologie aansluitend bij de processen die men in de psychologie bestudeert. Aan de orde komen structuur en organisatie van het centrale en perifere zenuwstelsel, neurotransmissie, psychofarmaca en de biologische mechanismen achter waarnemen, motoriek, emoties en de hogere cognitieve functies (geheugen, spraak, bewustzijn). Tijdens de colleges wordt tevens ingegaan op neurologische stoornissen (Parkinson, Broca's afasie, Alzheimer etc.) en de biologie van gedragstoornissen (slaapstoornissen, psychosen, angstigheid, depressie, verslaving).

### Onderwijsvorm

### Toetsvorm

Twee deeltentamens. De deeltijfers tellen beiden even zwaar mee voor het eindcijfer. Indien het eindcijfer lager is dan 1.0 wordt het cijfer 1.0 gegeven. De deeltijfers zijn alleen geldig in het huidige studiejaar.

### Literatuur

Speciale VU editie, alleen te koop in de VU boekhandel:

Title: Biological Psychology

Compiled by: Dr. Dennis van 't Ent

School name: VU university, faculty of psychology and education

ISBN: 9781783991648

## Boekhouden

<b>Vakcode</b>	E_EBE3_BOEKH ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. J.G.I. van den Belt RA
<b>Examinator</b>	drs. J.G.I. van den Belt RA
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voorpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

## Brain in Trouble

<b>Vakcode</b>	AB_1038 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. H.K.E. Vervaeke
<b>Examinator</b>	dr. H.K.E. Vervaeke
<b>Docent(en)</b>	prof. dr. S. Spijker, prof. dr. T.J. de Vries, dr. H.K.E. Vervaeke
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Computerpracticum
<b>Niveau</b>	300

### Doel vak

The goal of this course is to deepen understanding of the etiology, expression and treatment of (psychiatric) brain disorders, as well as models used in preclinical science. Students will be encouraged to critically analyze the impact of brain disorders on society.

Learning outcomes:

The student is able to explain the contribution of genetic and environmental factors to complex multifactorial diseases such as mental disorders.

The student is able to elaborate on various treatment options for psychiatric disorders.

The student is able to critically reflect on the boundaries between normal (healthy) and abnormal (ill) behavior and the implications for society.

### **Inhoud vak**

The focus of this course is on the etiology of mental disorders, such as addiction, ADHD, obsessive-compulsive disorder, eating disorders and mood disorders, with special attention for the nature-nurture discussion. Various treatments options for these conditions, including the use of pharmacological agents, behavioral therapy and deep brain stimulation will be discussed. Students will be challenged to critically reflect on the boundaries between normality and abnormality and the implications for society.

First Theme: addiction and impulsivity

What is addiction? Is addiction truly a brain disorder? Do genes play a role in addiction? How does society view illicit drug use and addiction? Are all drugs equally harmful? How to treat addiction? Is ADHD a real mental disorder, or a cultural construct used to bring deviant or socially undesirable behavior under medical surveillance and control? Is it a good idea to treat children who have been diagnosed ADHD, with psychostimulant medications? What is the role of pharmaceutical companies? Do sugar and food additives elicit hyperactive behavior? Are there any advantages in having ADHD?

Second Theme: obsessive compulsive disorders, eating disorders and cognitive enhancement

Can you treat OCD with Deep Brain Stimulation? Is our Western beauty ideal at the root of eating disorders? Is the individual to blame for being obese? Is it ethical to improve your mental performance by cognitive enhancers?

Third Theme: mood disorders & social behaviours

Is depression a real brain disorder or an inability of our culture to accept sadness as an integral part of life? Do genes play a role in the etiology of major depressive disorder and bipolar disorder? What is the efficacy of pharmacotherapy and behavioral therapy? What is the role of pharmaceutical companies?

Is there a neural basis to antisocial behavior? If biology and circumstance conspire to prime certain individuals toward violence, how much responsibility do people really bear for their actions? Are violent delinquents worth treating? Should brain imaging / genetic profiling be

used in legal cases? Can neuroscience assist in determining responsibility? If neural circuitry underlying morality is compromised, is it morally wrong to punish prisoners?

### Onderwijsvorm

Lectures (30 hours), computer practical (2 hours), homework assignments (6 hours), class discussions (2 hours)

### Toetsvorm

Written exam (combination of MC-questions and open-end questions) (75%) and class discussions/assignments (25%), each at least grade 5.5.

### Literatuur

"Foundations Of Behavioral Neuroscience" by N.R. Carlson (Pearson Education (US)), 8th edition.

Extra literature on Blackboard

### Aanbevolen voorkennis

The courses 'Cognitive Neuroscience' and 'Nature vs. Nurture' from the minor 'Brain & Mind'

### Doelgroep

Part of minor Brain and Mind

Open to students from all educational backgrounds (e.g., exact, social, life and economic sciences) with an interest in the brain and mind.

### Overige informatie

Central Academic Skill: Debating and discussing

## Bubbles and Crashes

<b>Vakcode</b>	E_HP1_BC ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. A.H. Siegmann
<b>Examinator</b>	dr. A.H. Siegmann
<b>Docent(en)</b>	dr. A.H. Siegmann
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Doel vak

The goal of the course is to introduce you to the economic thinking on the causes of stock market bubbles and crashes. Two additional goals are the development of your debating skills and writing in English.

### Inhoud vak

The financial crisis that started in 2007/2008 led to the most serious economic and financial crisis since the 1930s. However, many of the elements of the current crisis are not new. In fact, there is a whole body of literature studying bubbles and crashes. In this course, we will learn about historical bubbles, crises and their causes, and the economic models that offer an explanation for these phenomena. The



models include behavioral finance explanations as well as classical theories on the behavior of lenders, borrowers, investors and political institutions.

### Onderwijsvorm

The course is structured as a series of discussion sessions, for which students prepare discussion questions on selected chapters of the book. The role of chair is rotated among students. Three assignments deal with (i) identifying stock market crashes, (ii) predicting crashes, and (iii) setting up and evaluating an investment strategy that exploits bubble and crash patterns over time.

### Toetsvorm

The course grade consists for 50% of preparation and in-class participation and for 50% of the assignments.

### Literatuur

The literature is the book "Irrational Exuberance" by Robert Shiller (Nobel Laureate 2013). This is a classic text on the subject, and the 2009 edition is updated to include a discussion of the financial crisis.

### Doelgroep

The intended audience is second and third-year students of Economics, Business and Econometrics.

## Business Anthropology

<b>Vakcode</b>	S_BA ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	prof. dr. A.H. van Marrewijk
<b>Examinator</b>	prof. dr. A.H. van Marrewijk
<b>Docent(en)</b>	prof. dr. A.H. van Marrewijk
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Doel vak

Important goals in this module are:

- Understand which anthropological theories and methods can contribute to business perspectives.
- Identify the different fields in which business anthropologists are hired.
- Identify roles anthropology has to play in business as well as how anthropologists work within a business context.

### Inhoud vak

This seminar explores how anthropological theories and methods have made significant contributions to the business world. Business anthropology is defined as applying anthropological theories and practices to the needs of private sector organizations, especially industrial business firms. Increasingly business anthropologists are hired in corporations in the fields of:

- marketing and consumer behavior,

- product design,
- international business,
- intercultural management,
- cross cultural cooperation,
- organizational cultural change.

The seminar discusses these fields and the possibilities of organization anthropologists to acquire work and assignments as business anthropology is gaining importance and prestige in the business sector.

### Onderwijsvorm

Lectures and discussion groups. 12 lectures deal with most important fields of business anthropologists. Students will prepare and discuss two assignments.

### Toetsvorm

Students have to hand in the two assignments (20%) before permitted for the final exam (80%).

### Literatuur

Tian, Robert G., Lillis, Michael P., and Van Marrewijk, Alfons H.(2010). General Business Anthropology. Miami, FL: North American Business Press. 580pp.

Van der Ende and A.H. Van Marrewijk (2014). The Ritualization of transitions in the project life cycle: a qualitative study of transition rituals in the Transformative Rituals in Construction Megaprojects. International Journal of Project Management. 32(7), 1134-1145.

### Doelgroep

Bachelor students

### Overige informatie

Presence in discussion groups is obligatory.

## Business Cycles and Stabilization Policy

<b>Vakcode</b>	E_ME_BCSP ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. M. Mastrogiacomo
<b>Examinator</b>	dr. M. Mastrogiacomo
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### Doel vak

The objective of the course is to introduce students to the theory and practice of macroeconomic and monetary policy, including regulation of the financial system.

Specific learning outcomes upon completion of this curricular item are:

- Ability to apply macroeconomic concepts and theories to analyze problems of employment and inflation
- Capability to analyze the role macroeconomic policymakers in managing business cycles

- An understanding of the policy problems facing central banks
- Ability to interpret recent macroeconomic empirical work on economic crises and the effects of fiscal and monetary policy

### **Inhoud vak**

The course starts with discussing the historical development of Macroeconomic theories explaining the origin of business cycles:

- Say's law versus Malthus' gluts
- The Great Depression + the Keynesian revolution: Keynes, Hicks, Modigliani, Samuelson
- Business cycle theory: Schumpeter, Austrians, Kuznets
- Recent financial crises

Next, the course continues with discussing the roles of different authorities in conducting macroeconomic policies. This part of the course includes the following topics:

- Money: creation, control of the money supply, interest rates, bank reserves, securitization
- Central banking: Fed, ECB, independence, different targets
- Stabilizing role of Fiscal policy: automatic stabilizers, crowding out, budget deficits, effectiveness
- Stabilizing role of Monetary policy: Taylor rules, quantitative easing, liquidity trap, effectiveness
- The Debt-Driven Crisis: the Micro-explanation to the Great Recession

The course concludes with discussing recent empirical work on economic crises and the effects of fiscal and monetary policy.

This course is the sequel to the course Development of Macroeconomic Thought.

### **Onderwijsvorm**

Lectures, guest lectures and working groups

### **Toetsvorm**

Grade is average of problem sets (2/5) and written examination (3/5), with written exam grade of at least 5.0.

### **Literatuur**

Acemoglu, Daron, David Laibson and John A. List, 2016, Economics, Harlow, Essex, Pearson Education Ltd. ISBN 13: 978-1-292-07920-2, incl. access code MYECONLAB.

### **Vereiste voorkennis**

Basic knowledge of math and statistics, as provided in the academic core of any academic program at the VU University Amsterdam or equivalent.

### **Aanbevolen voorkennis**

Development of Macroeconomic Thought

## **Business Game**

<b>Vakcode</b>	E_EOR3_BG ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels

<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. ir. S.L.J.M. de Leeuw
<b>Examinator</b>	prof. dr. ir. S.L.J.M. de Leeuw
<b>Lesmethode(n)</b>	Werkgroep
<b>Niveau</b>	300

### Doel vak

The learning outcomes of the Business Game are the following:

Academic skills

In this course the students will apply OM theory to practical decisions in a business game. They learn to look at management and team decisions through behavioural lenses.

Quantitative methods.

The students will apply quantitative methods to support your decisions in the games.

Professional skills

This course provides students hands-on experience with running a supply chain in realistic game settings

Social skills

In this course the students work in teams on complex decision problems. They will learn how to deal with conflicting interests and problems they need to solve as a team.

Link to practice

This course provides realistic game settings that mimic decision-making in practice.

### Inhoud vak

In this course teams of students compete with each other in a number of operations management (OM) games. The games are played in rounds that each requires considerable preparation for making decisions. We will complement the game play with a series of lectures on topics relevant to these games. They relate to amongst others behavioural operations management, strategic procurement and contracting. There are frequent feedback lectures in which courses of action by the teams in the games will be discussed.

### Onderwijsvorm

Lectures, instruction meetings and computer tutorials

### Toetsvorm

Assignment reports and game performance (team and individual assessment)

### Literatuur

Various papers that will be made available via blackboard

### Vereiste voorkennis

The previous courses of this minor

## Business Information Systems

<b>Vakcode</b>	E_IBA2_BIS ()
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<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. G.C. van de Weerd
<b>Examinator</b>	dr. G.C. van de Weerd
<b>Docent(en)</b>	dr. M.G.A. Plomp
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### **Doel vak**

**Academic skills:** In this course, we teach you to analyse IS-related problems in organizations. Furthermore, you will learn how to apply knowledge learned from scientific publications on practical IS-related problems, and develop and convey convincing arguments in a business case advice.

**Knowledge:** You will obtain fundamental knowledge on all topics related to information systems, information technology and digital innovation that are important for organisations.

**Bridging theory and practice:** You will learn to apply theoretical knowledge in a specific practice situation. Furthermore, this course will offer you insight into the professional possibilities in the field of IS.

**Social skills:** You will continue to develop your skills to work together in teams, to present and discuss your work, and to give feedback on the work of others.

**Specific learning objectives:**

After completion of the course, you will be able to:

- Understand current developments in terms of digital innovation and the information society.
- Describe the role of IS in organizations as we move into the digital world.
- Explain what an IS is and understand its data, technology, people and organizational components.
- Understand the relationship between business strategy, information strategy and different types of IS.
- Explain the importance of aligning organization and IS.
- Describe how IS and an organization's structure, culture, and processes mutually influence each other.
- Describe the essential components of an organization's IS infrastructure, including hardware, software, and networks.
- Explain recent technological developments related to big data, social media, mobile, cloud computing and consumerization of IT, and understand their implications for organizations.
- Describe the different types of enterprise systems and explain how organizations are deploying these to support and enable business processes.
- Advise an organization on how to best implement an enterprise system.
- Describe the general approaches organizations follow when developing or acquiring IS.
- Understand the different threats to IS security and describe the approaches organizations can take to protect their IS.

- Model data and activities.
- Understand and apply the basics of programming and databases.

### Inhoud vak

Business Information Systems is an introductory course on the role of Information Systems (IS) in organizations. Worldwide, IS are prominently present in organizations and information is a crucial resource for an organization's survival. BIS focuses on how IS help managing information resources and on how organizations can benefit from these IS. In the course, we cover various topics, starting from digital innovation. Some have a more managerial focus, such as IS strategy, structure, and culture, while others have a more technical focus, such as the basics of programming and databases, recent technological developments, and security. We take an international perspective on these topics and pay extra attention to outsourcing, offshoring, and how cultures differ with regard to IT and IS adoption and use.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

(intertim) Assignments - group assessment  
Written exam - individual assessment  
Mandatory attendance tutorials

### Literatuur

Book and selection of papers

## Business Intelligence

<b>Vakcode</b>	E_BK3_BI ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. J.F.M. Feldberg
<b>Examinator</b>	prof. dr. J.F.M. Feldberg
<b>Docent(en)</b>	prof. dr. J.F.M. Feldberg
<b>Lesmethode(n)</b>	Hoorcollege, Practicum, Computerpracticum
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Business Intelligence and Analytics

<b>Vakcode</b>	E_IBK3_BIA ()
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<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. M.G.A. Plomp
<b>Examinator</b>	dr. M.G.A. Plomp
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege, Responsiecollege
<b>Niveau</b>	300

### Doel vak

#### Academic skills:

In this course we teach you to analyze and apply the basic concepts, principles and theories that are needed to address the business intelligence & analytics (BI&A) challenges organizations face.

Furthermore, you will learn how to apply knowledge learned from scientific publications on practical BI&A related problems as well as why business intelligence & analytics are considered digital innovations.

#### Quantitative skills:

You will learn to select and analyse data to solve business cases and as such create business insights.

#### Knowledge:

You will obtain fundamental knowledge on concepts and theories related to BI&A that are important for organizations. You will learn to describe and define the core BI&A concepts, principles and theories that are important for organizations in general, and as drivers for innovation more specifically.

#### Bridging theory and practice:

You will learn to apply theoretical knowledge in specific practice situations. You will also learn to translate business strategies into information requirements for decision support systems and to work with business intelligence tools (solve business cases and create business insights) that are well established in businesses. Business consultants are actively involved in this course and will share their experience through case presentations and discussions in the tutorial sessions. Furthermore, this course will offer insight into the professional possibilities in the field of BI&A.

#### Social skills:

In the 'in company' masterclasses you will work in a team and present BI&A pitches to a business audience.

### LEARNING OUTCOMES

After successfully finishing this course you must be able:

- To define, describe and recall the basic concepts, principles and theories underlying business intelligence & analytics solutions (decision support systems).
- To evaluate and discuss the organizational and social implications of business intelligence & analytics solutions
- To classify and compare business intelligence & analytics solutions as well as the constituent components of business intelligence & analytics solutions
- To apply business intelligence & analytics concepts, principles and theories to business problems
- To explore data-driven business models
- To explore, analyze and determine how big data can drive business

model innovation

- To analyze business cases, and propose business intelligence & analytics solutions and decide which data to use given a business problem to be solved.
- To create insights using established business intelligence & analytics tools.

### Inhoud vak

Data is hot! How organizations deal with the overabundance of data and the ability to transform data into insights have become critical success factors for every organization. Key words in this context are 'big data', 'data science', and 'data –driven decision making and innovation'. This course offers the handles that are needed to fully deploy the potential of data, and business intelligence & analytics solutions in order to create competitive advantage. The course primarily has a managerial focus, technology will be used primarily to create hands on experience with relevant BI&A technologies and as such enhance insights in their features and characteristics. There is a lot of business involvement in this course: experts from industry and BI&A consultants will share their insights and experience in the weekly workshops.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Written exam – Individual assessment  
Interim Assignment(s) / Tests

### Literatuur

This course is article based.  
Readings will be announced in the course manual.

### Aanbevolen voorkennis

BK:  
2.1 Business Information Technology

IBA:  
2.1 Business Information Systems

## Business Intelligence and Analytics

<b>Vakcode</b>	E_MM_BIA ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. J.F.M. Feldberg
<b>Examinator</b>	prof. dr. J.F.M. Feldberg
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Responsiecollege

### Doel vak

Academic skills:  
In this course we teach you to analyze and apply the basic concepts,



principles and theories that are needed to address the business intelligence & analytics (BI&A) challenges organizations face. Furthermore, you will learn how to apply knowledge learned from scientific publications on practical BI&A related problems as well as why business intelligence & analytics are considered digital innovations.

**Quantitative skills:**

You will learn to select and analyse data to solve business cases and as such create business insights.

**Knowledge:**

You will obtain fundamental knowledge on concepts and theories related to BI&A that are important for organizations. You will learn to describe and define the core BI&A concepts, principles and theories that are important for organizations in general, and as drivers for innovation more specifically.

**Bridging theory and practice:**

You will learn to apply theoretical knowledge in specific practice situations. You will also learn to translate business strategies into information requirements for decision support systems and to work with business intelligence tools (solve business cases and create business insights) that are well established in businesses. Business consultants are actively involved in this course and will share their experience through case presentations and discussions in the tutorial sessions. Furthermore, this course will offer insight into the professional possibilities in the field of BI&A.

**Social skills:**

In the 'in company' masterclasses you will work in a team and present BI&A pitches to a business audience.

## LEARNING OUTCOMES

After successfully finishing this course you must be able:

- To define, describe and recall the basic concepts, principles and theories underlying business intelligence & analytics solutions (decision support systems).
- To evaluate and discuss the organizational and social implications of business intelligence & analytics solutions
- To classify and compare business intelligence & analytics solutions as well as the constituent components of business intelligence & analytics solutions
- To apply business intelligence & analytics concepts, principles and theories to business problems
- To explore data-driven business models
- To explore, analyze and determine how big data can drive business model innovation
- To analyze business cases, and propose business intelligence & analytics solutions and decide which data to use given a business problem to be solved.
- To create insights using established business intelligence & analytics tools.

## Inhoud vak

Data is hot! How organizations deal with the overabundance of data and the ability to transform data into insights have become critical success factors for every organization. Key words in this context are 'big data', 'data science', and 'data –driven decision making and innovation'. This course offers the handles that are needed to fully deploy the potential of data, and business intelligence & analytics solutions in order to create competitive advantage. The course primarily has a managerial focus, technology will be used primarily to create

hands on experience with relevant BI&A technologies and as such enhance insights in their features and characteristics. There is a lot of business involvement in this course: experts from industry and BI&A consultants will share their insights and experience in the weekly workshops.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Written exam – Individual assessment  
Interim Assignment(s) / Tests

### Literatuur

This course is article based.  
Readings will be announced in the course manual.

### Aanbevolen voorkennis

BK:  
2.1 Business Information Technology

IBA:  
2.1 Business Information Systems

## Business Mathematics I

<b>Vakcode</b>	E_IBA1_BUSM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. R. Heijungs
<b>Examinator</b>	dr. R. Heijungs
<b>Docent(en)</b>	dr. I.D. Lindner, mr. M.H.C. Nientker, P. Gorgi
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	100

### Doel vak

This course is the first in the line of our academic core, teaching you mathematical thinking and working (Quantitative skills; Knowledge). During this course you will get acquainted with a number of important mathematical topics and some basic quantitative tools for business and economics. These tools are not only relevant in an academic research setting, but also help to solve business problems (Research Skills). You will not only learn the techniques as such, but you will also learn the art of abstraction from a real-world problem to a formal problem, and back from a formal answer to a real-world answer (Academic Skills).

After successfully completing this course you are able to:

- properly use mathematical notation (both passively and actively);
- use the summation operator and product operator;
- calculate and interpret descriptive statistics (mean, variance, covariance, correlation);
- differentiate functions of one or more variables;

- visualize implicit functions through level curves and differentiate such functions;
- integrate simple functions;
- determine when you need derivatives and integrals;
- use vectors and matrices;
- calculate from a function the elasticity;
- find extreme values of functions of one or two variables;
- find extreme values of functions of one or two variables under a constraint;
- apply operations (transpose, inner product) on vectors and matrices;
- use and calculate the inverse of a matrix;
- solve systems of linear equations;
- use ordinary least squares for curve fitting;
- formulate a linear programming problem;
- type formulas in Microsoft Word;
- use Microsoft Excel, including the Solver add-in, for modelling mathematical problems.

### **Inhoud vak**

Mathematics is a challenging, but highly relevant topic for any international business student. Doing business for sure means having a vision, but it also means having the numbers right. You can't develop a sound business plan without understanding and using mathematics, and you need mathematics in order to plan your stocks and trucks. In the business literature, we see many mathematical models, for scheduling, finance, and investments. Using such models requires a basic understanding of mathematical principles related to multi-variable calculus, optimisation, and expectation. Further, today's simple calculations require basic skills in setting up and handling spreadsheets and typesetting formulas. This course therefore also addresses such general skills.

Moreover, mathematics is more than just calculations and numbers, it is language. A language that is essential to understand if you want to develop and acquire an analytical way of thinking that is not only at the core of any academic, but also the successful business professional. It is a first step on the path of understanding the power of quantitative and mathematical approaches to problems you will face as an international business student.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Interim exams (computer tests) – Individual assessment  
Final, written exam – Individual assessment  
Mandatory attendance tutorials

### **Literatuur**

Sydsæter, Knut, Peter Hammond, and Arne Strøm (2016), Essential Mathematics for Economic Analysis, fifth Edition, Pearson Education

Additional documents via Blackboard

### **Vereiste voorkennis**

None

### Aanbevolen voorkennis

Active command of mathematics at high school level. It can be helpful to refresh your skills in advance. VU offers an online summer school for this (see <http://www.feweb-mathematicscourse.nl/>).

### Intekenprocedure

For this course, a different registration procedure is applicable. In VUNet you must register for the course as well as for the exam, but not for the study group and lecture. For the study group and lecture you will be registered by the department.

### Overige informatie

Mandatory for Binding Study Recommendation on Continuation of Studies Recommendation ('BSA') in year 1.

You will work with the software packages Word (including the equation editor) and Excel (including the Solver add-in). These programs are available on computers at the VU campus. You may wish to purchase a cheap license for home use at <http://www.surfspot.nl/>. At the intermediate tests we use the English language versions for Windows.

## Business Model Assessment

<b>Vakcode</b>	E_MB_BMA ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. L. Lu
<b>Examinator</b>	dr. L. Lu
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### Doel vak

A basic understanding about corporate finance is required to assess the efficiency and efficacy of a company's business model. Would it be possible for companies like Google, Microsoft and Uber to develop (new) strategies and business models without insight in the present and future financial viability of the company? Corporate finance pertains to the sources of funding, the capital structure of corporations, and the actions that managers take to increase the value of the firm, as well as the tools and analysis used to allocate financial resources. The course Business Model Assessment provides an introductory course in Corporate Finance for students in the program. This course has two main learning objectives:

1. Gaining knowledge of theories, basic concepts and tools pertaining to the area of Corporate Finance.
2. Applying obtained knowledge in corporate finance to real life cases. That is, use and interpret financial information to make (strategic) decisions.

After participating in this course, you:

- Understand Corporate Finance concepts in economic terms, including their strengths and limitations

- Understand the unique features of each concept and interrelationship between different concepts
- Have quantitative skills to apply these basic concepts
- Are able to choose between various concepts and apply them in specific real life cases

### **Inhoud vak**

The course will start with an introduction of business assessment approaches and basic concepts. In subsequent lectures, students will focus more on the advanced topics of corporate finance, while selected topics may also be covered, e.g. optimal capital structure, M&A, corporate governance, etc. During the lectures the focus is on applying knowledge to real-life situations, and providing students with feedback on their work.

### **Onderwijsvorm**

Lecture 1: introduction to corporate finance (Chapter 1 in Berk & DeMarzo)

Tutorial 1: exercises (Chapter 1 in Berk & DeMarzo, plus some introductory materials)

Lecture 2: financial statement analysis (Chapter 2 in Berk & DeMarzo)

Tutorial 2: exercises (Chapter 2 in Berk & DeMarzo)

Lecture 3: financial decision making (Chapter 3 in Berk & DeMarzo)

Tutorial 3: case study on financial statement analysis (Materials will be posted on the blackboard after Lecture 1)

Lecture 4: investment decision rules (Chapter 7 in Berk & DeMarzo)

Tutorial 4: exercises (Chapter 7 in Berk & DeMarzo)

Lecture 5: capital budgeting (Chapter 8 in Berk & DeMarzo)

Tutorial 5: exercises (Chapter 8 in Berk & DeMarzo)

Lecture 6: CAPM (Chapter 11 in Berk & DeMarzo)

Tutorial 6: case study on firm valuation (Materials will be posted on the blackboard after Lecture 3)

### **Toetsvorm**

Individual written exam (70%) and two case studies (30%). Students need to work in groups to do the case studies. You can form groups of 4 or 5 students by yourself. If you cannot find group members, you can also sign with me and I will allocate a group randomly. The grading depends on the final report (about 4 pages) and also the group presentations in the tutorials.

The final grade consists of two with the following weights:

- Case studies 30%
- Written exam 70%

Your final course grade will be based on your case studies (30%) and written exams (70%). More details will be announced during the class. To pass the course, each assessment (case studies and written exams) needs to be higher than 5.0, and the average of both assessments needs to be higher than 5.5.

### **Literatuur**

To be announced.

# Business Model Innovation

<b>Vakcode</b>	E_MB_BMI ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J. Du
<b>Examinator</b>	dr. J. Du
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

## Doel vak

The past few years have witnessed the emergence and success of several pioneering new types of companies, such as Uber, Airbnb, facebook, Tesla, and Amazon. While many long-established, resource-abundant and technologically-advanced firms gradually lose profit margins in their traditional markets, these new types of companies have shown extraordinary performance. The main objective of the course 'Business Model Innovation' (BMI) is to prepare students with fundamental knowledge about business models and business model innovation. This course is built on the combination of different streams of literature/ theory on business strategy, innovation management, and entrepreneurship. Students are expected to be able to understand and apply the related theories and frameworks and to write a business plan. Being part of the whole Minor, this course also prepares students for the following courses "Business Model Assessment", in which they will learn how to assess their business models, and "Business Professionals", in which particular interests and skills in a specific field are developed and deepened.

In particular, after following the course students:

- Are able to critically reflect on business model innovation theories and tools
- Are able to apply theoretical perspectives from the different streams of literature to explain the observed business model innovation and their effects on corporate strategies and performance
- Are able to develop team skills, creative skills, develop cases, and communicate a business plan

## Inhoud vak

The course will start with an introduction of business models and corporate innovation strategies. It will then focus on a wide range of topics such as business idea generation, business opportunity identification, start-up firms creation, as well as corporate venturing. During the lecture, the first section is related to the theories and process of business model innovation. The second section is concerned with the application of tools and models necessary to write a business plan for the business ideas of student groups.

## Onderwijsvorm

Lectures and seminars. During the lectures, the different streams of theories will be explained and illustrated with actual examples. Throughout the seminars, the theory is applied to student business plans and case analysis. Students discuss their progress through peer-review

and with the support of experienced business developers.

### Toetsvorm

Business plan (group), and essay (individual)

### Literatuur

- Afuah, Allan. Business Model Innovation: Concepts, Analysis, and Cases. Routledge, 2014.
- Selection of academic papers and news articles

## Business Processes

<b>Vakcode</b>	E_IBA1_BP ()
<b>Periode</b>	Periode 6
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. ir. S. Dabia
<b>Examinator</b>	dr. ir. S. Dabia
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	100

### Doel vak

This course is an integrative course that challenges you to combine, integrate and apply knowledge from different perspectives (Academic Skills), with a specific focus on Business Processes (Knowledge). You will learn to describe business processes and to analyze and improve business processes by using the appropriate performance measures (Quantitative Skills). During this four-week course you will work intensively with a team (Social Skills) on two real-life (research) cases. These cases will challenge you to combine and apply knowledge and research skills to redesign a business process of a multi-national company, and a (small) company of your choice (Research Skills; Bridging Theory and Practice).

### Inhoud vak

This final course of the first year is an exciting course that will challenge you in various ways. By taking Business Processes as a point of departure, we bring together several perspectives and analyze real-life business cases from an integrative perspective. Taking a business process perspective will stimulate you to think about organizations in a different way, bringing together knowledge from different fields and realizing that this creates challenges and conflicts that managers need to deal with. You will learn to systematically analyze such processes, to visualize them, and identify problems that emerge in these processes, considering both the front- (customer) as well as the back-side (management). Moreover, this course offers you a number of tools that allow you to assess the consequences of suggested improvements. Important topics such as resource planning, quality management, and performance measurement in waiting lines are addressed, which are essential, hands-on tools any international business professional should be able to work with. In a bootcamp setting, where we operate in a so-called "pressure cooker" situation (a short, but intense period to solve a problem) we work on a highly relevant issue for a multi-national company, creating a unique

first impression of what happens on a day-to-day basis when managing business processes. Furthermore, you will explore the real-life world by observing, describing, analyzing and providing improvement suggestions to the business process of a (small) company of your choice.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Assignment – Group Assessment: Course Case  
Assignment – Group Assessment: Students Case  
Mandatory attendance tutorials

NOTE: Obtaining study credits for this course is pending on fulfilling your mandatory participation requirements in tutor program throughout period 1, 2, 4 and 5 (see course manual Tutor Program).

### Literatuur

Book: to be announced

Additional (required) materials will be announced via Blackboard.

### Aanbevolen voorkennis

1.1 Business Mathematics  
1.3 Academic Skills  
1.4 Global Supply Chain Management  
1.5 Cross-Cultural Marketing

## Business Professionals

<b>Vakcode</b>	E_MB_BPROF ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. H.E.M. Binnendijk
<b>Examinator</b>	drs. H.E.M. Binnendijk
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Doel vak

In the course Business Professionals, the focus is on the human element in the business modeling paradigm. Who are the people behind the key strategic decisions for the business model of an established firm or a new business venture? What functions, behaviors and capabilities are required for successful collaboration on the design and implementation of new business models? The overall objective is gain knowledge about business models and management from the perspective of the professional.

In particular, when students complete this course, they will:

- Understand the profiles of key business professional roles such as chief executive officers, marketing, finance, human resources, operations and technology executives
- Be able to apply ideas about professionals for a reflection on their own background, personal role and career development as a (future)



business professional

- Be able to formulate and analyze business modelling problems from the perspective of the business professional or related to the business plan developed in period 3.2
- Be able to develop a written proposal to research such problems

### Inhoud vak

During the course students will explore cases and theories about the contribution of professionals in management and organization. In addition, students are asked to design a research project reconciling business model thinking with professional orientations. That is, in designing their research project students have an opportunity to either extend the business plan developed in the course Business Model Innovation or design a research project associating business model thinking with their own professional background.

### Onderwijsvorm

Lectures and tutorials. In the first part of the course, lectures start with an introduction to (management) professionals; their task, responsibilities, and activities. In the second part, students will be acquainted with management research practices. Throughout the tutorials, students have the opportunity to apply the theoretical frameworks introduced in the lectures. To this end, the tutorials combine assignments, case studies and round-table discussions. In other tutorials, students will discuss and receive feedback on their research proposals. Students are expected to actively contribute to the group's experience and learning.

### Toetsvorm

Written exam, research proposal, presentation

### Literatuur

- Selection of articles, cases and support materials

## Business Project

<b>Vakcode</b>	E_MB_BPROJ ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. B.V. Tjemkes
<b>Examinator</b>	dr. B.V. Tjemkes
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Doel vak

The main objective of the course 'Business Project' is to familiarize students with knowledge and challenges associated with the design, execution, and evaluation of management (change) projects. Whereas during prior Minor business Administration courses students have been acquainted with various elements of management, during this course students are asked to integrate knowledge and adopt a multi-disciplinary approach in resolving real-life business issues. As the course builds on knowledge and skills acquired in the whole Minor, it encourages an

even-handed appreciation of business model thinking and management disciplines. In particular, after following the course students:

- Have an advanced understanding of the decisions (methodological and managerial) associated with designing and conducting a business project (research, advise) in the area of business administration
- Are able to act professionally (individually and in teams) and systematically report their results, both verbally (report) and orally (presentation)

### **Inhoud vak**

The core of the course is based on a business venture. A venture which is confronted with numerous challenges that demand a resolution. During the lectures students will be confronted with knowledge required to design and conduct a business project. The focus will be on knowledge and understanding associated with multi-disciplinary approaches to deal with real-life business challenges, project management approaches to deal with these challenges, and academic research to obtain and access relevant knowledge. In addition, during tutorial sessions students are challenged to explicate their decisions, and they will receive feedback.

### **Onderwijsvorm**

Lectures and tutorials. During the lectures, theory will be explained and illustrated with actual examples. Throughout the tutorials, the theory is applied to students business project, and teams will receive feedback. Students also discuss their progress through peer-review and in the form of written reports and/or oral presentations.

### **Toetsvorm**

Team report and individual essay.

### **Literatuur**

Selection of academic articles.

## **Business research Methods I - Quantitative**

<b>Vakcode</b>	E_IBA2_BRM1 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. A.I.J.G. van Lin
<b>Examinator</b>	dr. A.I.J.G. van Lin
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Instructiecollege
<b>Niveau</b>	200

### **Doel vak**

This course is part of the academic core and specifically builds on the courses 1.1 Business Mathematics, 1.3 Academic Skills, and 1.4 Business Statistics . Together with 2.5 Business Research Methods II - Qualitative (period 2.5) and the integrative research project (period 2.6), this course forms the methodological background in year 2. This course will teach you how to approach research problems (Research skills), and to think and reflect critically on the choices that need to be made during the research process (Academic Skills; Knowledge). You will learn more about the statistical techniques that are available

(Quantitative skills), and how they can be used to answer questions that arise in business (Bridging Theory and Practice). Hence, while this course is part of the academic core, understanding and being able to reflect on how knowledge is created and judge the value of information, is a critical skill for any business professional that is faced with decision making.

Specifically, during this course we will focus on:

- translating a research question into a formal model that can be tested;
- how to set up a sampling design;
- how the sample size relates to statistical power;
- developing a survey design (formulating survey questions, collecting data);
- analysing validity and reliability using factor analysis;
- significance testing;
- how to use multiple regression analysis to explain and forecast;
- how to use dummy variables;
- how to assess mediation and moderation.

During the course we will use the syntax module of SPSS.

### **Inhoud vak**

No company is able to stay ahead of their competition or even survive without business statistics. As the world around us is becoming more globalized, and information plays a larger role every day, the understanding of research methods to analyse large datasets and how these methods can be used to compare countries and cultures becomes ever more important. To use analytics to solve research problems, you need to have a solid background not only in the available statistical methods, but also in the inherent boundaries of these statistical methods. The BRM Quantitative course teaches technical skills while simultaneously deepening the understanding of modelling, research designs, and the limitations of data analysis. Primary and secondary data from different countries will be used and discussed.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Written exam – Individual assessment  
Interim Assignment(s) – Group assessment  
Mandatory attendance tutorials

NOTE: Obtaining study credits for this course is pending on fulfilling your research participation requirements for the course Research Participation II.

### **Literatuur**

Book: Malhotra, Naresh & Birks, David (2012). Marketing Research. An Applied Approach. 4th European Edition, United Kingdom: Pearson Education Limited  
Additional (required) materials will be announced via Blackboard.

### **Vereiste voorkennis**

1.1 Business Mathematics

## Aanbevolen voorkennis

1.3 Academic Skills

1.4 Business Statistics

1.6 Business Processes

## Overige informatie

Note that this course is an entry requirement for the Bachelor Thesis, meaning that this course needs to be completed successfully in order to be able to start with the Bachelor Thesis process in year three.

## Business Research Methods II - Qualitative

<b>Vakcode</b>	E_IBA2_BRM2 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. A.J. Porter
<b>Examinator</b>	dr. A.J. Porter
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

## Doel vak

This course is part of the de academic core, focusing primarily on research skills. You will learn to perform all the elements of the qualitative research process. You will understand and analyse the theoretical traditions that inform the qualitative research process and apply this to create an appropriate design of an international business research project. You will also apply qualitative data collection and analysis methods to generate original insights into international business processes. As a result, you will learn sensitivity to the context of research and how to critically reflect on the qualitative research process (Research Skills). An important focus of this course is the application of knowledge through research projects (Academic Skills). Working in team projects and conducting qualitative interviews, you will also gain important skills of successful interaction with others (Social Skills).

## Inhoud vak

This course will teach you to skilfully and reflexively perform all the elements of the qualitative research process. You will learn using a "hands on" approach- that is, you gain an understanding of qualitative research design, data collection, data analysis, and reporting by doing it all yourself through a team research project. This is a skill set that you can take forward with you, not only in future courses in the University setting, but also in other avenues of your professional life. During this project you will also gain in depth knowledge of important aspects of international business that you can expect to encounter in your own future careers.

## Onderwijsvorm

Lectures

Tutorials

**Toetsvorm**

Written exam – Individual assessment  
 Assignment – Group assessment  
 Mandatory attendance tutorials

**Literatuur**

Book: to be announced

Additional (required) materials will be announced via Blackboard.

**Vereiste voorkennis**

1.1 Business Mathematics

**Aanbevolen voorkennis**

1.3 Academic Skills  
 2.4 BRM I – Quantitative

**Overige informatie**

Note that this course is an entry requirement for the Bachelor Thesis, meaning that this course needs to be completed successfully in order to be able to start with the Bachelor Thesis process in year three.

**Business Statistics**

<b>Vakcode</b>	E_IBA1_BS ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. R. Heijungs
<b>Examinator</b>	dr. R. Heijungs
<b>Docent(en)</b>	A. Borowska, M. Li
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	100

**Doel vak**

This course is the third in the line of our academic core, teaching you statistical thinking and working (Quantitative Skills; Knowledge). During this course you will get acquainted with a number of important statistical topics and some basic quantitative tools for international business and economics. These tools are not only relevant in an academic research setting, but also help to solve business problems (Research Skills). You will not only learn the techniques as such, but you will also learn the art of abstraction from a real-world problem to a formal problem, and back from a formal answer to a real-world answer (Academic Skills).

After successfully completing this course you are able to:

- properly use statistical notation (both passively and actively);
- calculate elementary probabilities;
- model events with the Bernoulli distribution, the binomial, uniform and normal distribution;
- calculate and interpret descriptive statistics (mean, median, variance, correlation coefficient, skewness, proportion, etc.);
- use the concepts population, sample and sample variation;

- calculate confidence intervals (for the mean, proportion and variance);
- distinguish statistical and economic significance;
- perform one sample tests (for mean, median, proportion and variance);
- perform two sample test (for mean, median, proportion and variance);
- create contingency tables and perform a chi-square test;
- perform multiple regression (including tests, confidence intervals and dummy's);
- perform one way ANOVA (including post-hoc-analysis);
- choose the right test for a given problem;
- visualize data and relationships;
- use the program SPSS for the above topics.

### **Inhoud vak**

International business administration is a subject in which data is of prime interest. You can have great ideas on the impact of advertisement on sales, or of bonus wages on employer's performance, but the ultimate test is not the theory, but always the empirical data. These data, however, are often not fully conclusive. Sales go up on some days, but they go down on other days. Other factors make that what we see is noisy. Statistics helps you to make sense out of data. Further, today's analyses require basic skills in setting up and handling spreadsheets and visualizing data. This course therefore also addresses such general skills.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Interim exams (computer tests) – Individual assessment  
Final, written exam – Individual assessment  
Mandatory attendance tutorials

### **Literatuur**

Doane, David P., and Lori E. Seward (2015), Applied Statistics in Business & Economics, fifth Edition, McGraw-Hill  
(The VU Bookshop and Aureus sell a special edition including extended access code for Connect)  
Additional reading will be announced via BlackBoard

### **Vereiste voorkennis**

None

### **Aanbevolen voorkennis**

1.1 Business Mathematics  
1.3 Academic Skills

### **Overige informatie**

You will work with the software package IBM SPSS Statistics. This program is available on computers at the VU campus. You may wish to purchase a cheap license for home use at <http://www.surfspot.nl/>. At the intermediate tests we use the English language version for Windows.

## **Capita Selecta Political Science**

<b>Vakcode</b>	S_CSps ()
<b>Periode</b>	Periode 3

<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. P.J.M. Pennings
<b>Examinator</b>	dr. P.J.M. Pennings
<b>Docent(en)</b>	dr. P.J.M. Pennings
<b>Lesmethode(n)</b>	Werkgroep
<b>Niveau</b>	300

### **Doel vak**

Selfstudy of classical texts in political science and writing of an academic individual paper which represents a critical and analytical reflection of the materials that have been studied.

### **Inhoud vak**

Students will make a selection of readings that fit their research question.

To support this task, a reading list is compiled that contains classics of

political science and covers central themes in the discipline, such as; Democracy, International Relations, International Political Economy, International Security,

Political Theory, Political Parties and Party Systems, the Welfare State, Justice. On the basis of their chosen readings students will write an academic paper and will discuss their progress in class and (if feasible) in smaller (peer review) groups.

### **Onderwijsvorm**

Self study.

### **Toetsvorm**

An academic paper of 2.500-3.500 words (+/- 10%) (excluding title page, table of content, bibliography etcetera).

The paper should contain at least a description of the following elements (if applicable): the theoretical perspectives of the authors, the definitions and concepts they use, the applied research methods, the main results of the analysis and the core arguments of the authors.

In addition the paper should contain a well structured and well argued assessment / review of the elements discussed above.

Finally, the depth of analysis, precision of the argumentation, the level and quality of language and style, as well as technical aspects such as correct use of references and bibliography – which should adhere to the guidelines of the Writing Guide Political Science - will be taken into account.

### **Literatuur**

A reading list will be posted on Blackboard.

### **Doelgroep**

Bachelorstudents and exchange students.

The course is part of the English Minor Political Science (level 300)

## Case Lab

<b>Vakcode</b>	E_EOR3_CL ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. G.T. Timmer
<b>Examinator</b>	prof. dr. G.T. Timmer
<b>Lesmethode(n)</b>	Werkgroep
<b>Niveau</b>	300

### Doel vak

Learn how to model a business problem in such a way that:

- the resulting models are simple enough to allow for analyses and optimization and

- are close enough to reality to make the results practically relevant.

Deepening the understanding of optimization methods through hands on application.

Practice the communication with - and the presentation of results to - business owners.

### Inhoud vak

An essential part of the Operations Management program is to expose the students to actually apply the knowledge they have on modelling and optimization techniques using the computer. During the course, students work together in small groups on selected cases that originate from practice.

At the start, it is not clear how optimization techniques can be used to improve the business process that is central in the case. Nor is it clear which optimization techniques should be chosen.

Interpreting the business process and modelling it in a way that selected optimization techniques can be applied successfully is central in "solving" the cases.

### Onderwijsvorm

Group discussions on (intermediate) reports of the groups, with input from both the students from other groups as well as from the teacher, also giving directions for next steps in the research, are combined with background information by the teacher on models and techniques that could be relevant for the cases at hand.

### Toetsvorm

Research reports – team assessment

Oral examination – individual assessment

### Literatuur

Dedicated articles and background information on the problems that are studied in the cases.

### Aanbevolen voorkennis

The cases are set up such that the "modeling" requires the knowledge of various optimization techniques and/or less technical skills to understand and deal with business processes. Therefore, both BA/IE



students with a mathematical modeling interest as well as OR/AM students can participate, since they will work together in teams combining knowledge and skills.

## Case Study: A Modelling Competition

<b>Vakcode</b>	E_EOR3_CSMC ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. L.F. Hoogerheide
<b>Examinator</b>	dr. L.F. Hoogerheide
<b>Lesmethode(n)</b>	Hoorcollege

### Doel vak

This course in the minor Applied Econometrics is targeted at both econometrics and non-econometrics students. The objectives are to work together in a group, to describe methods and results in a report and presentation, to learn to perform empirical research and to apply the material of the courses in the periods 3.1 and 3.2 of the minor Applied Econometrics.

### Inhoud vak

Case studies are carried out by teams of a heterogeneous group of students, coming from different study backgrounds. The students must write case reports and present their results. The groups compete to come up with the best specification of an econometric model.

### Onderwijsvorm

Lecture.  
Working groups of students.

### Toetsvorm

Presentation and written report.

### Literatuur

Selection of articles and papers.

### Vereiste voorkennis

The courses of periods 3.1 and 3.2 in the Minor Applied Econometrics.

## Cognitive Neuroscience

<b>Vakcode</b>	AB_1056 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. S. van der Sluis
<b>Examinator</b>	dr. S. van der Sluis
<b>Docent(en)</b>	prof. dr. S. Spijker, dr. H.K.E. Vervaeke, dr. S. van der Sluis, M. Loos

<b>Lesmethode(n)</b>	Practicum, Computerpracticum, Werkgroep, Hoorcollege
<b>Niveau</b>	300

### Doel vak

Introduction to the field of cognitive neuroscience: understanding the biological mechanisms underlying cognitive processes such as learning and memory, discussing recent developments in the field with leading scientists, and acquiring knowledge on how the brain and cognitive abilities are measured.

### Inhoud vak

In the kick-off of this Minor, you will learn the basics of cognitive neuroscience through a series of introductory lectures on brain function and (dysfunctional) cognitive behavior. More specifically, we will teach you the structure and function of the major building blocks of the brain ranging from single cells to neuronal networks and from emotion to motor control. We combine workshops and keynote lectures to discuss recent advances in the field of learning and memory, sleep, cognition and consciousness. Finally, you will experience various technical approaches to measure the brain (e.g., histology) and cognitive behavior in hands-on practicals.

### Onderwijsvorm

Lectures 25 hours 44% 2.6 ECTS  
 Workshops 16 hours 28% 1.7 ECTS  
 Practicals 6 hours 11% 0.7 ECTS  
 Keynote lectures 8 hours 14% 0.8 ECTS  
 Quiz 2 hours 3% 0.2 ECTS

Total 57 hours 100% 6.0 ECTS

### Toetsvorm

Written exam & assignments

### Literatuur

Recent literature, to be announced at the start of the course.

Foundations of Behavioral Neuroscience  
 Carlson, Neil R.  
 (9th edition)

Exam material:  
 CH2, CH3, CH5, CH6 (pg. 136 - 146), CH7 & CH12

### Doelgroep

Open to students from all educational backgrounds (e.g., exact, social, life and economic sciences) with an interest in the brain and mind.

### Overige informatie

Coordinators: Sophie van der Sluis and Christiaan de Kock.  
 No special requirements to be met.  
 Part of minor Brain and Mind. This minor course requires a minimum of 25 participants to take place.

## Cognitive Neuroscience (UM)

<b>Vakcode</b>	P_UCOGNEUS ()
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<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. D.J. Heslenfeld
<b>Examinator</b>	dr. D.J. Heslenfeld
<b>Docent(en)</b>	dr. D.J. Heslenfeld
<b>Lesmethode(n)</b>	Hoorcollege

### Overige informatie

Language: tuition is in English

## Comparative Political Research

<b>Vakcode</b>	S_CPR ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. P.J.M. Pennings
<b>Examinator</b>	dr. P.J.M. Pennings
<b>Docent(en)</b>	dr. P.J.M. Pennings, dr. H.J.M. Schoonvelde
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### Doel vak

This course introduces undergraduate students to the field of Comparative Political Research by placing particular focus on the following aspects. This course:

- provides students an overview of the central debates within Comparative Political Research.
- teaches students to critically evaluate the premises of theories and the comparative method.
- trains students to set up a research design. Students are familiarized with key methodological issues such as internal and external validity, conceptualization, operationalization, and case- selection.
- teaches students the basic skills necessary for performing comparative research across a number of cases (e.g. countries).
- teaches students how to apply the comparative method in qualitative and quantitative research, to think about the advantages and disadvantages of both types of research, and how they can complement each other.

### Inhoud vak

- The course will be taught in the form of lectures and tutorials.
- The lectures introduce students to the basics of Comparative Political Research by addressing four central debates within the discipline (Esping-Andersen; Lijphart; Lipset; Rokkan)
- Each of the four debates is evaluated in an assignment which is discussed in the tutorials. There are individual, as well as groups assignments. Groups will comprise +/- 4 students.
- The tutorials provide students with the opportunity to discuss their

preliminary answers to the assignments. The more students prepare and participate in the tutorials, the more feedback they receive in return.

- The course exists of two parts, each with a different focus. Whereas part I teaches students how to assess the quality of existing research, part II also trains students to perform some empirical research themselves.

### **Onderwijsvorm**

One lecture and one tutorial per week. Tutorials can be provided as an office hour per subgroup in which feedback is given on the assignments.

### **Toetsvorm**

Written assignments.

### **Literatuur**

The literature will be downloadable (via JStore, E-book or provided thru BlackBoard).

### **Doelgroep**

Bachelor students Political Science and students of the Pre-Master Political Science.

### **Overige informatie**

Each week one lecture and one tutorial (and/or feedback by appointment).

## **Computational Econometrics**

<b>Vakcode</b>	E_EOR3_CE ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. L.F. Hoogerheide
<b>Examinator</b>	dr. L.F. Hoogerheide
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

### **Doel vak**

This course in the minor Applied Econometrics is targeted at econometrics students. The objective is to acquaint the student with advanced computational methods and applications thereof to econometric problems, mainly in the Bayesian framework.

### **Inhoud vak**

This course will cover computer-intensive methods in econometrics, including simulation-based methods for Bayesian econometrics such as Markov chain Monte Carlo and Importance Sampling.

### **Onderwijsvorm**

Interactive lectures and exercises in the computer lab.

### **Toetsvorm**

Final written exam – Individual assessment. And homework exercises.

### **Literatuur**

Peter M. Lee (2012). Bayesian Statistics: An Introduction. 4th Edition. Wiley.

### Aanbevolen voorkennis

Programming, Econometrics I, Numerical Methods.

## Consultancy Industry

<b>Vakcode</b>	E_BK3_CI ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. G.R.A. de Jong
<b>Examinator</b>	prof. dr. G.R.A. de Jong
<b>Docent(en)</b>	prof. dr. G.R.A. de Jong, dr. H.S. Heusinkveld
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid.

At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Consumer Behavior

<b>Vakcode</b>	E_EBE3_CBEH ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. K.M.T. Millet
<b>Examinator</b>	dr. K.M.T. Millet
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

At the end of this course you will be acquainted with the psychological theories, concepts, methods, and research findings central to the study of consumer behavior (Knowledge). You will be able to understand consumer decisions from different perspectives as well as to apply theoretical frameworks in different settings (Academic skills). In addition, you will be able to apply these theories in order to develop effective marketing strategies to influence thinking and behavior of consumers (Bridging theory and practice). Critical reading of and reflection on scientific articles will give you a good sense of how behavioral experiments are set up and analyzed. Moreover you will

actively participate in experimental research as well as develop the skills needed to understand experimental research, and interpret its experimental results (Research skills).

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

- explain important concepts and theories in the study of consumer behavior;
- identify different drivers of consumer decisions;
- apply fundamental psychological theories to real-world consumer decision situations;
- interpret graphical output of simple experiments;
- explain the methodology of academic articles as discussed in class.

### **Inhoud vak**

We are consumers, every day, every moment of the day. We consume food, drinks, education, and television programs. It is however not always easy to understand or predict the behavior of consumers. Why do consumers choose one car or holiday destination over the other? How are advertisements processed and when are they effective? Are preferences stable or easily malleable? For successful marketing management and strategy, it is essential to get an understanding of the behavior of consumers. After all, marketing begins and ends with the consumer, from determining consumer needs to finally providing and maintaining consumer satisfaction. The course introduces you to some important psychological theories on memory, learning, perception, attitude, motivation, identity and social influences. We do not only focus on "big theories", but also study specific articles from top-notch journals in the field, thereby illustrating how research in this field is done, how this contributes to our knowledge on consumer decisions as well as to develop critical thinking.

### **Onderwijsvorm**

Lectures.  
Tutorials.

### **Toetsvorm**

Written exam – Individual assessment.  
(Interim) Assignment(s) – Group assessment.

### **Literatuur**

A customized handbook (tba) will be available before the start of the course.  
Additional readings (tba) will be announced on Blackboard.

### **Vereiste voorkennis**

None.

### **Aanbevolen voorkennis**

None.

## **Consumer Behavior**

<b>Vakcode</b>	E_EBE3_CB ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.

<b>Coördinator</b>	dr. F. van Horen
<b>Examinator</b>	dr. F. van Horen
<b>Docent(en)</b>	dr. F. van Horen
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Consumer Science for Online Commerce

<b>Vakcode</b>	E_IBA3_CSOC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. M.H.P. Kleijnen
<b>Examinator</b>	dr. M.H.P. Kleijnen
<b>Docent(en)</b>	dr. M.H.P. Kleijnen
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### Doel vak

Academic skills:

- analysis – ability to examine and understand problems from different perspectives
- argumentation – ability to put forward well-founded, substantiated points of view, both in spoken and written format

Knowledge:

- Ability to make connections between theories, models, and concepts
- Acquire specialized, in-depth knowledge and insights in the field consumer science in online commerce

Bridging theory and practice:

- applying theoretical knowledge in a specific business situation
- experience real-life business problems

Social skills:

- ability to present on substantive issues related to consumer science in online commerce
- ability to work in a team and reflect on your own role in the team

### Inhoud vak

The Internet and digital media have transformed marketing and business since the first website went live a long time ago. More than 20 years later over one billion people around the globe regularly use the web to

find products, entertainment and soulmates. Consumer behavior and the way companies market to both consumers and businesses have changed dramatically. To succeed in the future, organizations will need marketers, strategists and agencies with up-to-date knowledge about the digital consumer and his or her behavior. Digital marketing is an exciting area to be involved in, since it poses many new opportunities and challenges yearly, monthly and even daily. Innovation is a given with the continuous introduction of new technologies, new business models and new communication approaches. How consumers deal with these changes and apply them to their personal lives becomes more important for marketers to understand.

In this course you are inspired and challenged to discover the possibilities and consumer response to digital developments. Typically, topics may evolve around issues such as: (online) customer journeys; different phases and touch points in the journey; contextual influences (assortments, web design, product presentation); social interactions (social media, online reviews); and mobile commerce.

The classes are highly interactive. This means, that it will require a high degree of participation and preparation from the students.

#### **Onderwijsvorm**

Lectures

Tutorials

#### **Toetsvorm**

Assignment – Individual assessment

Group project assignment – Group assessment

Group and Class participation – Individual assessment

#### **Literatuur**

Required readings consist of articles and will be announced via Blackboard (together with other required materials).

#### **Vereiste voorkennis**

N/A

#### **Aanbevolen voorkennis**

A basic understanding of marketing principles and business-related courses

#### **Overige informatie**

N/A

## Contemporary Perspectives on HRM Theory

<b>Vakcode</b>	E_IBK3_CPHRM ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. D.A. Driver-Zwartkruis
<b>Examinator</b>	dr. D.A. Driver-Zwartkruis
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300



## **Doel vak**

Academic Skills: First, students will be able to understand complex organizational problems from an interdisciplinary perspective. Second, students will be able to identify the gap between HR theory and HR practice, and thereby, formulate research problems.

Knowledge: First, students will acquire knowledge of the history, philosophy, and the contemporary developments in the study of Human Resource Management by reviewing scientific articles. Second, students will gain an appreciation for theories which (should ) inform the HR professional in playing a strategic role in assisting management with syncretizing organizational goals and employee talent. Third, students will gain awareness of the broader society and the role of the HR professional in assisting management with understanding the significance of HR theory, societal realities in the HR Planning process. Fourth, students will develop an appreciation of the interaction between organizations' financial capacity and the influence of societal realities including economic conditions, international treaties, labor market situations, and the demographic composition, and how these realities impinge on the HR decision making process.

Bridging Theory and Practice: Based on empirical data gained from a review of the literature, students will identify relevant HR theory and HR practices to address complex organizational problems from an interdisciplinary perspective which includes workplace diversity a.o. gender, sexuality, ethnicity, culture and demographic composition. Additionally, students will understand the need for theories which inform Ethics and Corporate Social Responsibility (CSR) practices in the workplace.

## **Inhoud vak**

Human Resource Management is the design of formal systems in an organization to ensure the effective and efficient use of human talent. These formal systems should generate activities that involve the utilization and development of an organization's resources which include personnel, technical equipment, and policies. Thereby, an organization is equipped with essential elements to facilitate individual, groups and teams with achieving stated goals. The study of HRM is informed by the behavioral and social sciences which includes psychology, economics, law, anthropology and sociology.

In this course emphasis is given to the HR theory which underpins HR practices. Therefore, special attention is given to identifying the gap between HR theory and HR practices in an organization context, this will include contemporary topics such as Workplace Diversity, Ethics and Corporate Social Responsibility (CSR). Thus, a variety of theories will be explained.

## **Onderwijsvorm**

Lectures  
Tutorials

## **Toetsvorm**

Examination -60% of final score

Case study- in teams 40% of final score

## Literatuur

Literature will be posted on Blackboard

## Aanbevolen voorkennis

BK 1.5 HRM & OB 3.4 Contemporary Perspectives on OB Leading Change

## Contemporary Perspectives on OB: Leading Change

<b>Vakcode</b>	E_IBK3_CPOB ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. O.N. Solinger
<b>Examinator</b>	dr. O.N. Solinger
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

## Doel vak

Leadership is a fundamental aspect of human organization. It occurs quickly and automatically across all cultures and levels of complexity. Unfortunately, even though transformational leadership is widely studied, much of our understanding remains disjointed. In this course we connect the phenomenon of transformational leadership to study how it functions in the context of planned organizational change. The purpose of this course is 1) to help you generate a clearer understanding of the leadership process and how it connects with mobilizing people to change, 2) develop your own leadership skills (once we know what we need to develop), and 3) provide a roadmap for your future as an effective transformational leader.

Learning Outcomes.

- Knowledge: Student is familiar with the generative processes that gives rise to leadership, planned organizational change, and the connection between these two.
- Bridging Theory & Practice: Student is familiar with the practical problems which business leaders and change consultants face when managing organizational change.
- Self-awareness about one's tendencies as a leader and follower in different organizational change situations.
- Social skills: the 'discursive ability' to motivate and mobilize others, awareness of verbal and non-verbal signaling.
- Research skills: the student is able to gather quantitative survey data, analyze the data (using SPSS) and effectively report on the results
- Academic skills: the student is able to systematically analyze a practical change-related problem and come up with a plan of action.

## Inhoud vak

The first part of this course is an overview of the various definitions of leadership, including the many styles of leadership that are relevant to organizational change (i.e., evolutionary, charismatic, transformational, ethical leadership). In the process you will learn the boundaries and generative processes that give rise to leadership and the different levels of analysis that apply. For instance, you will learn that the ultimate why of leadership is quite different from the

proximate how of leadership. This process will help us generate a general definition of leadership that integrates factors you will need to become an effective transformational leader. For example, you will learn about the different phases of leadership, how it can mobilize people, but also how it may finally lead to a state of disenchantment and disengagement. You will also learn which personal and contextual factors influence tie into the leadership process. This will help you maximize the good of charisma and ideology and avoid its dark side to maintain trust and maximize followership investment. You will also gain a deeper appreciation for the role leadership has on followership attitudes and motivation.

#### 1. Introduction to leadership theory

- Leadership styles and the generative processes of leadership.

#### 2. The first, precarious phase of transformational leadership

- The (moral) courage of speaking up: Leadership as instigating a social movement

- Leadership taking hold: When change becomes a cultural convention.

#### 3. (Overcoming) disenchantment in later phases of leadership

- Understanding some of the fundamental processes which impact on the sustainability of change initiatives (e.g., institutionalization, assimilation, hypocrisy, corruption).

The second part of this course focuses on change as a process, that is, a journey. With the Engage! textbook as guide, you will learn to think about organizational change as a risky, adventurous journey with an uncertain outcome (for leaders and followers alike). That said, change has a number of recognizable phases that each offer unique challenges to change leaders. The second part also involves an overview of employees affective/attitudinal reactions of change recipients over time. You will learn about best practices of change management and the Theory of Planned Behavior as integrative framework. Last but not least, you will learn about rhetorical practices (framing, stories, narratives, vision) in change implementations and their intimate connection with charismatic-transformational leadership.

#### 4. Change as a perilous journey

- Phases of change, obstacles, overcoming obstacles

#### 5. Attitudinal reactions to organizational change

- Different types of organizational change (e.g., cost-focused vs. people focused and combinations) and reaction pattern to these changes

#### 6. Best practices in leading change

- John Kotter; Theory of planned Behavior; behavior change

#### 7. Rhetorical strategies of the transformational leader

The third part of this course is organized around application. Some leadership qualities are important across situations whereas other qualities are context-specific. For example, hierarchy and dominance may not always be the best strategy. For this course we will focus on a number of important leadership contexts that you will consistently encounter throughout your career. You will first learn about these dynamics and then in groups you will practice your ability to lead across different change contexts. You will evaluate yourself and be evaluated by others to supply you with comprehensive feedback. The primary goals are

#### 8. Understanding yourself as a leader,

- 9. Identifying strengths and weaknesses across contexts (e.g., you may perform better in one situation relative to another),

- 10 Practice improving your leadership (e.g., rhetorical ability) in a variety of organizational contexts.

## Onderwijsvorm

Lectures  
Tutorials

## Toetsvorm

Written exam – Individual assessment  
Assignment(s) – Individual assessment  
Assignment(s) – Group assessment  
Class Participation

## Literatuur

This course is taught article based, but also contains the Engage! booklet focused on the implementation of change in practise. Article readings will be announced on Blackboard. The Engage! booklet will be available in print from the VU bookshop.

## Aanbevolen voorkennis

BK:  
1.5 HRM & OB; 2.5 BRM II - Quantitative

IBA:  
2.1 HRM & OB; 2.4 HRM Practices - A Global Perspective; 2.4 BRM I – Quantitative

## Corporate Finance

<b>Vakcode</b>	E_EBE3_CF ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J.A.F. Schnitzler
<b>Examinator</b>	dr. J.A.F. Schnitzler
<b>Docent(en)</b>	dr. P. Verwijmeren, dr. J.A.F. Schnitzler
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

## Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid.

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## Corporate Finance in Emerging Economies

<b>Vakcode</b>	E_IBA2_CFEE ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.

<b>Coördinator</b>	drs. J.F. Jullens
<b>Examinator</b>	drs. J.F. Jullens
<b>Docent(en)</b>	dr. T. Artiga Gonzalez
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### **Doel vak**

Corporate finance is the discipline that studies investment and financing decisions taken by firms. The goal of this course is to develop a framework that provides guidance for these decisions. This requires not only a fundamental understanding of most common corporate finance theories but also a sensible selection of applications for them (Academic Skills, Knowledge). The ultimate decision criterion is based on value creation, which we aim to quantify in various valuation models (Quantitative Skills). Practical applications for the knowledge are widespread and not only of interest to managers, but part of a toolkit required by everyone who is dealing with financial markets on a professional level (Bridging Theory and Practice). Even students specializing in other disciplines of business and economics should take this elective into consideration as it complements your core curriculum by offering an extensive overview of corporate behavior as a key player in market economies (Broadening your Horizon).

### **Inhoud vak**

The course Corporate Finance in Emerging Economies provides a discussion of most important financing decisions taken by firms. Throughout the course, we will put a particular emphasis on highlighting differences between developed and emerging economies. We will discuss capital structure decisions, payout policies, corporate valuation models, markets for corporate securities, and corporate governance. In particular the latter topics allow broad international comparisons due to historical, cultural, and regulatory differences across countries.

After successfully attending this course, students should be able to:

- Discuss differences between equity and debt financing
- Critically assess assumptions and outcomes of most common valuation models
- Highlight international differences in markets for financial securities and corporate governance

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Written exam – Individual assessment  
Case assignments – Group assessment  
Mandatory attendance tutorials

### **Literatuur**

J. Berk and P. DeMarzo, Corporate Finance, Pearson, 3rd Global Edition

Additional (required) materials will be announced via Blackboard.

### **Aanbevolen voorkennis**

2.2 Finance

### Overige informatie

Completing this course (or alternatively a corporate finance course in the other BSc tracks) is a prerequisite for the MSc Finance, and recommended for the MSc Business Administration - specialization Financial Management.

## Corporate Financial Management

<b>Vakcode</b>	E_BK3_CFM ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. A.B. Dorsman
<b>Examinator</b>	prof. dr. A.B. Dorsman
<b>Docent(en)</b>	prof. dr. A.B. Dorsman
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid.

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## Corporate Governance and Accountability

<b>Vakcode</b>	E_EBE3_CGA ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J.P. Mendoza Rodriguez
<b>Examinator</b>	dr. J.P. Mendoza Rodriguez
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

- The importance, meaning and inter-relations between Corporate Governance and Accountability;
- An understanding of the roles and responsibilities of the various stakeholders in a private or public organization;
- The content of the vital Corporate Governance codes and the substantial similarities and differences between various codes;
- The way in which risk management can be embedded into the internal control structure of the organization;
- An understanding of the limitations of Corporate Governance codes with respect to ensuring "proper" management;

- Understanding general legal elements of Corporate Governance like preventing acquisitions, remuneration, liability.

### **Inhoud vak**

Corporate Governance is the process and structure used to direct and manage the business and affairs of the corporations with the objective of enhancing shareholder value, which includes ensuring the financial viability of the business.

In this course we focus on the financial (accountants view) and legal view on Corporate Governance. To understand major causes of scandals we view the roles of all relevant stakeholders for a company relevant for corporate governance. And you learn to apply Enterprise Risk Management which is a major focus area to prevent/ discover possible governance issues. And to acknowledge (un-)ethical behavior in a corporate environment. We also discuss relevant legal issues important to understand and analyze corporate governance cases preventing acquisitions, remuneration, liability etc.

Several important corporate governance cases like the split up of ABN Amro, the bankruptcy of Imtech, the fraud scandals of Tyco and Worldcom and cases regarding mayor shareholders like KPN will be analyzed in detail so that you can understand in more detail the reason why good corporate governance is so important to support economic efficiency, sustainable growth and financial stability.

### **Onderwijsvorm**

Lectures.  
Tutorials.

### **Toetsvorm**

Written exam – Individual assessment.  
(Interim) Assignment(s) – Individual assessment.  
(Interim) Assignment(s) – Group assessment.  
Mandatory attendance tutorials.

### **Literatuur**

Clarke, T., & Branson, D. M. (2012). The SAGE Handbook of Corporate Governance. Sage Publications. Students have free access by logging into the VU library.

Additional reading will be announced on Blackboard.

### **Vereiste voorkennis**

None.

## **Creative Writing**

<b>Vakcode</b>	L_NNBAALG001 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.H.C. Bel
<b>Examinator</b>	dr. J.H.C. Bel
<b>Docent(en)</b>	dr. J.H.C. Bel

<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	200

### Doel vak

Het streven is studenten inzicht te geven in literaire technieken zodat ze zelf fictie leren schrijven van een behoorlijk technisch niveau. Het gaat hierbij om scheppend proza. Aan het eind hebben de studenten een afgeronde fictionele tekst geschreven, hetzij een kort verhaal, hetzij een afgerond romanfragment. Studenten krijgen inzicht in hoe fictie werkt vanuit het perspectief van de maker, zodat ze zich kunnen bekwamen in het vak en de kunst van het schrijven.

### Inhoud vak

In een reeks colleges wordt de student uitleg gegeven van verschillende technieken die in fictionele teksten worden aangewend. Dat gebeurt aan de hand van de opgegeven literatuur; verder door middel van oefeningen; en tot slot door middel van het zelf schrijven van een fictionele tekst die elke week in omvang groeit. Er wordt uitleg gegeven over en geoefend met essentiële literaire technieken en tactieken. De aandachtspunten zijn daarbij:

- literair taalgebruik: wat is dat en hoe werkt dat; wat maakt een metafoor succesvol; hoe zijn verschillende taalregisters (bijvoorbeeld het schakelen van meer verheven taalgebruik naar volkstaal en terug) van invloed op de inhoud van wat wordt verteld;
- literaire details: wat voor details (observaties) zijn effectief in een literaire tekst en hoe werkt dat precies;
- perspectief: wat is dat en hoe werkt het; hoe maakt een schrijver de keuze tussen de ik-vorm en de hij-vorm of waarom kiest hij eventueel voor een ander perspectief;
- het schrijven van dialogen;
- het schrijven van monologen in proza: de monologue intérieur en de stream of consciousness;
- de opbouw van een plot; en tot slot:
- wat is een literair personage eigenlijk.

### Onderwijsvorm

De docent geeft gedetailleerde toelichting bij de bovengenoemde onderwerpen. De kennis die de student zo verkrijgt, zal moeten worden toegepast in het verhaal of het romanfragment waaraan de student werkt. De student krijgt feedback op zijn tekst. De eerste bijeenkomst is inleidend en informierend, tijdens de laatste bijeenkomst worden de verhalen en romanfragmenten ingeleverd (de afgesproken deadline is onverbiddelijk) en wordt er een tentamen afgenomen. De helft van de overblijvende werkgroepbijeenkomsten zal theoretisch van aard zijn en in de andere helft zal praktisch worden ingegaan op de groeiende teksten. Bovendien zullen er tijdens de bijeenkomsten oefeningen worden gedaan op het gebied van de schrijftechniek en zullen er literaire fragmenten worden gelezen, besproken en toegelicht. Bovendien vindt er een excursie plaats naar een literaire uitgeverij.

### Toetsvorm

1) Actieve participatie en volledige aanwezigheid; de student moet mee kunnen discussiëren en er blijk van geven dat hij met inzicht kan praten over de in de oefeningen behandelde schrijftechnieken. Onder actieve participatie wordt ook verstaan dat de student zich aan de opgegeven deadlines houdt en dat hij / zij de tussentijdse (schriftelijke) opdrachten maakt.



2) Een afgeronde fictionele tekst van ongeveer drieduizend woorden - ook als er sprake is van een romanfragment moet er worden getoond dat er naar een zekere afronding kan worden toegewerkt.

3) Een tentamen waarin fictietechnieken moeten kunnen worden herkend, benoemd en toegepast.

De verdeelsleutel bij het toekennen van het eindcijfer zal zijn:  
afgeronde fictionele tekst 60 %; tentamen 40 %. Aanwezigheid en participatie (1) moeten voldoende zijn.

### Literatuur

Verplicht: James Wood, *How Fiction Works* (Jonathan Cape, London, 2008) of de Nederlandse vertaling *Hoe fictie werkt* (Querido, Amsterdam, 2012); zelf aan te schaffen.

Verder zullen (fragmenten uit) andere boeken worden aangeraden in de loop van de bijeenkomsten.

### Vereiste voorkennis

Het eerste deel van het minorcollege *Meesterwerken uit de wereldliteratuur* moet met succes zijn gevolgd.

### Doelgroep

De minor staat open voor alle studenten van binnen en buiten de VU.

### Overige informatie

Volledige aanwezigheid en actieve deelname zijn verplicht.

## Cross Cultural Marketing

<b>Vakcode</b>	E_IBA1_CCM ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. I.J.C. Leijen
<b>Examinator</b>	drs. I.J.C. Leijen
<b>Docent(en)</b>	drs. I.J.C. Leijen, dr. J. Eelen, A.M. Kranzbuhler MSc
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	100

### Doel vak

We will teach you to examine problems from different perspectives, recognizing and understanding the fundamentals of cross-cultural marketing, and to apply that knowledge to various situations (Academic Skills; Knowledge). More specifically, applications will focus on working with data on cross-cultural values (Quantitative Skills) and applying knowledge in a specific business case (Bridging Theory and Practice). The case work focusses on working in teams, creating a joint project effort n (Social Skills) and in which both team and individual effort is evaluated and reflecting upon (Self-awareness).

### Inhoud vak

This course offers you a fundamental knowledge of the marketing field, while at the same time creating an intercultural sensitivity. Although the consequences of cultural differences are obvious, they are not simple to analyze, describe or categorize. We start again from a people

perspective, building on your understanding of cultural differences and intercultural interactions and move from there to connecting this knowledge to international marketing. You will gain a basic knowledge and understanding of marketing strategy and tactics and what you as a marketer need to be sensitive to when practicing marketing across cultures.

### Onderwijsvorm

Lectures

Tutorials

### Toetsvorm

Written exam – Individual assessment

(Interim) Assignments – Group assessment

Mandatory attendance tutorials

### Literatuur

Book: To be announced

Additional (required) materials will be announced via Blackboard.

### Vereiste voorkennis

None

### Aanbevolen voorkennis

1.1 People in Business and Society

1.1 Business Mathematics

1.4 Business Statistics

## Culture and Citizenship

<b>Vakcode</b>	S_CC ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. A.J. Salman
<b>Examinator</b>	dr. A.J. Salman
<b>Docent(en)</b>	dr. A.J. Salman
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

### Doel vak

Students gain knowledge of and insight in the differences in perceptions of citizenship and human rights and democracy, both based on ethnography and in the setting of the contemporary celebration of the right to cultural difference. Additionally, they reflect on the dilemmas contained in today's controversies on, on the one hand, fostering and respecting cultural difference, and on the other hand the struggle for human rights universals.

### Inhoud vak

It is, some claim, the right of an ethnic or religious community to self-govern the group and administer internal justice in accordance with its traditions. And it is the right of any nation-state to be sovereign

in internal affairs. However, others assert, it is also the entitlement of all human beings to enjoy human and citizen rights, irrespective of cultural or religious particularities. In these conflicting claims, the theme of this course is summarized.

In this course we will reflect upon the uneasy merger of the vocabulary of the judiciary, the language of 'rights' and universal ethics on the one hand, with the idiom of national or minority cultural traditions and identities on the other. First, we will look into different 'cultured' perceptions of notions such as (human, citizen) rights, 'good' politics and politicians. We will give special attention to the notion of democratic rule as a universal value – or not. The cases will illustrate that no such thing as a shared interpretation exists on what rights and democracy exactly mean. Next, we will look into current national, cultural and ethnic pleas to be entitled to different views and practices with regard to (individual) freedoms and political rule. Finally, we will reflect upon the consequences of these findings for the universalist claim with regard to democracy and individual human and citizen rights. The course will be anthropological in approach, not anchored in political sciences or law studies.

### **Onderwijsvorm**

Lectures, guest lectures and class discussions.

### **Toetsvorm**

One, possibly two written assignments during the course (15 or 25%), final take home exam (85 or 75%).

### **Literatuur**

A compilation of book chapters and articles; most of which will be digitally available.

### **Doelgroep**

Obligatory course in Minor Development Studies; elective course for students in 2nd year of BSc; optional course for 2nd and 3rd year Bachelor's students and the Exchange Programme.

### **Overige informatie**

This course is open to students from various disciplines who have completed the first year of their Bachelor programme. Students are invited to participate in discussions in class.

## **Current Issues in Transnational Law**

<b>Vakcode</b>	R_CIsTrL ()
<b>Periode</b>	Periode 3
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Rechtsgeleerdheid
<b>Coördinator</b>	prof. dr. G.T. Davies
<b>Examinator</b>	prof. dr. G.T. Davies
<b>Docent(en)</b>	prof. dr. G.T. Davies
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

## **Doel vak**

This course introduces students to selected topics in transnational law which are of particular current importance or interest. Classes are interactive, involving some lectures, but also discussions and exercises. The aim is to help students understand the kinds of law and policy problems which are important at European and International level, and to critically evaluate the responses to these. This prepares the students for advanced courses at masters level, where they may engage with these problems in more detail.

Students will have to read and analyse academic literature and engage in active discussion of current issues, as well as formulating problems and questions in short essay(s). Oral and writing analytic abilities are therefore the major skills advanced in this course.

## **Inhoud vak**

In 2016, the course focused on the following three topics:

- Climate change and transnational law
- Reproductive tourism in the EU: human rights and policy
- Legal issues of geoengineering

The subjects for 2017 will be announced nearer the time, but will be similarly diverse and contemporary.

## **Toetsvorm**

Short paper and presentation. Attendance is compulsory in order to obtain a grade.

## **Literatuur**

Reading will be placed on blackboard nearer the time.

## **Aanbevolen voorkennis**

Exchange students - basics of EU law and integration, good command of English

## **Doelgroep**

Apart from regular students, the course is also available for:

Students from other universities/faculties

Exchange students

Contractor (students who pay for one course)

## **Overige informatie**

The following course objectives are only available in Dutch:

De afgestudeerde bachelor beschikt over een fundamenteel academisch werk- en denkniveau;

-heeft kennis van en inzicht in de kernleerstukken van de hoofdonderdelen van het geldende recht (in het bijzonder het Nederlandse privaatrecht, staatsrecht, bestuursrecht, strafrecht en internationaal en Europees recht), alsmede de systematiek daarvan, met inbegrip van recente ontwikkelingen

-heeft kennis van en inzicht in het internationale en het Europese recht in hun verhouding tot het nationale recht

-heeft elementaire kennis van Engelse juridische terminologie

-beseft dat het recht zich ontwikkelt en manifesteert in een maatschappelijke context

-heeft kennis van de grondslagen van het (Nederlandse) recht, rechtshistorische en rechtsfilosofische aspecten en heeft besef van de eigen aard van de rechtsbeoefening

De afgestudeerde bachelor beschikt over de volgende (juridische) vaardigheden:

Analytische vaardigheden

- lezen, begrijpen en analyseren van juridische, rechtswetenschappelijke en rechtstheoretische teksten en betogen, waaronder jurisprudentie en wetgeving
- kritisch reflecteren op regelgeving, rechtspraak en literatuur, onder meer vanuit rechtshistorisch, rechtsvergelijkend en rechtsfilosofisch perspectief; is in staat om te reflecteren op de grenzen van het vakgebied
- reflecteren op de eigen maatschappelijke verantwoordelijkheid in de maatschappelijke context waarin het recht functioneert
- is in staat om juridische argumentatiestructuren te analyseren en op te zetten

Probleemoplossende vaardigheden

- selecteren van juridisch relevante feiten uit een feitencomplex
- selecteren van rechtsregels die bijdragen aan het oplossen van een juridische casus
- oplossen van juridische casus, waaronder begrepen hanteren van een systematische aanpak bij het toepassen van rechtsregels op concrete gevallen

Communicatieve vaardigheden

- schriftelijk presenteren van een (juridisch) betoog in correct en helder Nederlands
- mondeling presenteren van een (juridisch) betoog in correct en helder Nederlands
- een gefundeerde en beargumenteerde positie innemen in een maatschappelijk, juridisch debat
- met anderen samenwerken om een opdracht binnen een voorgeschreven termijn te voltooien

Informatievaardigheden

- op een efficiënte manier juridische bronnen raadplegen en informatie verzamelen uit juridische (digitale) bibliotheken en databestanden, en de waarde, relevantie en kwaliteit van de informatie beoordelen
- op efficiënte wijze relevante ontwikkelingen bijhouden en kennis actualiseren

## Data Analytics

<b>Vakcode</b>	E_EOR3_DA ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. R. Heijungs
<b>Examinator</b>	dr. R. Heijungs
<b>Lesmethode(n)</b>	Hoorcollege, Instructiecollege
<b>Niveau</b>	300

## Doel vak

This course teaches the students the importance of data analysis as the process of transforming data into useful information in order to support decision making. It equips the students with the tools, techniques and common practices used in the field of data analytics, including how to obtain, manipulate, explore, model, and present data.

## Inhoud vak

Data analytics is a booming term that is used for the use of large amounts of data to gain knowledge, to optimize operations, and to explore markets. An example is the use of real-time traffic data to analyze vehicle movements, to predict congestions, to find the fastest route, and to schedule maintenance operations. Underlying data analytics is a series of methods and tools that include querying databases, using multivariate statistics, and visualizing high-dimensional data. This course will address theoretical and practical aspects in a number of selected topics relating to data analytics.

The following approaches to data analysis will be covered:

- Templates, write-ups and illustrative examples
- Overview of tools for data analysis
- Obtaining data: Finding data sets and Web scraping, file formats
- Data manipulation techniques: Data quality, reshaping data, appending and joining data sets
- Plotting and visualization: Exploration and presentation
- Exploratory data analysis: Visual inspection, descriptive analytics, insights
- Estimation techniques: Multiple approaches based on assumptions, sampling basics

## Onderwijsvorm

Lectures, tutorials, computer assignments, student presentations

## Toetsvorm

Written exam – individual assessment

Case assignment – individual or team assessment

Participation – individual assessment

## Literatuur

D.T.Larose, Discovering Knowledge in Data: An Introduction to Data Mining, 2nd Edition, Wiley

Extra documents (articles, data sets, weblinks, etc.) will be provided through BlackBoard.

## Vereiste voorkennis

Basic course in statistics

## Aanbevolen voorkennis

Elementary computer skills, handling spreadsheets or programming

## De bijbel als Volksboek

<b>Vakcode</b>	G_BIJVOL ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands

<b>Faculteit</b>	Faculteit der Godgeleerdheid
<b>Coördinator</b>	prof. dr. A.A. den Hollander
<b>Examinator</b>	prof. dr. A.A. den Hollander
<b>Docent(en)</b>	prof. dr. A.A. den Hollander
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Doel vak

De student: • kan in grote lijnen een overzicht van de geschiedenis van de Nederlandse bijbelvertalingen schetsen; • kan beschrijven hoe en waarom nieuwe bijbelvertalingen tot bloei zijn gekomen en wat hiervan de consequenties zijn; • is in staat een tekst of een belangrijke historische gebeurtenis/ontwikkeling te analyseren en voor de groep te presenteren.

### Inhoud vak

De Bijbel is het belangrijkste geloofsboek voor christenen, niet alleen voor geleerden en theologen maar voor alle gelovigen. Al vanaf de Middeleeuwen verschijnen dan ook vertalingen van de Bijbel in de volkstaal en wordt de bijbel door gelovigen zelf in hun eigen taal gehoord en/of gelezen. Welke bijbelgedeelten de mensen precies lazen en hoe men van kerkelijke zijde probeerde invloed uit te oefenen op de omgang van gelovigen met de bijbel, verschilde door de eeuwen heen. In deze module zal een overzicht worden gegeven van de bijbelvertalingen die in het Nederlands zijn verschenen, maar wordt ook ingegaan op de receptiegeschiedenis van de bijbel in de Nederlanden.

### Onderwijsvorm

Hoor- en werkcolleges, leesverslagen, presentaties, zelfstandige literatuurstudie. In de module zal zo veel mogelijk met historisch materiaal zelf gewerkt worden. Indien mogelijk zal ook een excursie plaatsvinden.

### Toetsvorm

Schriftelijk tentamen; leesverslagen.

### Literatuur

Paul Gillaerts, e.a. (red.) De Bijbel in de Lage Landen. Elf eeuwen van vertalen (Heerenveen 2015).

### Overige informatie

Deze module maakt deel uit van de minor 'God in Nederland'.

## De netwerksamenleving

<b>Vakcode</b>	S_DNWS ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. G.C.F. Thomese
<b>Examinator</b>	dr. G.C.F. Thomese
<b>Docent(en)</b>	dr. G.C.F. Thomese

<b>Lesmethode(n)</b>	Werkgroep
<b>Niveau</b>	200

### Doel vak

Doel van dit vak is om studenten voor te bereiden op de andere vakken in de minor Minor Netwerken in de Informatiemaatschappij. Na afloop van dit vak:

1. is de student bekend met het netwerkarakter van de moderne samenleving en de rol die moderne communicatietechnologie hierin speelt.
2. is de student bekend met de belangrijkste theoretische benaderingen in de sociaal-wetenschappelijke studie van de netwerksamenleving.
3. kan de student de centrale kenmerken van de netwerksamenleving herkennen in de praktijk en de geleerde theorieën hierop toepassen.

### Inhoud vak

Dit eerste vak van de Minor Netwerken in de Informatiemaatschappij vormt de basis voor de rest van de minor. We behandelen vanuit een sociologisch perspectief de opkomst van informatietechnologieën en de netwerkmaatschappij, en bestuderen verschillende theorieën en opvattingen over de manier waarop (communicatie)netwerken sociale processen beïnvloeden.

We beginnen met een introductie over vragen zoals: wat is de netwerkmaatschappij eigenlijk, hoe is deze opgekomen, en wat was de rol van informatie- en communicatietechnologie hierin? Vervolgens bestuderen we hoe (communicatie)netwerken van invloed zijn op verschillende aspecten van onze maatschappij, zoals de economie, de politiek, (digitale) cultuur en psychologische processen. Deze onderwerpen worden vervolgens verder uitgediept in de andere vakken van de minor.

In het vak 'Sociale Media' wordt dieper ingegaan op de psychologische en sociale processen die een rol spelen bij het gebruik van sociale media, in 'Democratie 2.0' staat de vraag centraal wat de gevolgen zijn van de informatie- en communicatierevolutie voor het gedrag van politici, het gedrag van burgers, en de relaties tussen deze twee, in 'De virtuele organisatie' wordt ingegaan op de consequenties van informatietechnologie op organisatieprocessen, en ten slotte in het 'Analyselab' wordt de minor afgesloten met een intensief programma waarin studenten zelf netwerkdata leren analyseren.

### Onderwijsvorm

Hoorcollege en werkcollege

### Toetsvorm

Schriftelijk tentamen en tussentijdse opdrachten

### Literatuur

Wordt later bekend gemaakt.

### Doelgroep

Studenten Minor "Netwerken in de informatiemaatschappij" (bachelor)

### Overige informatie

Dit vak is onderdeel van de Minor Netwerken in de Informatiemaatschappij. Deelname aan dit vak is mogelijk zonder de gehele minor te volgen.

## De virtuele organisatie



<b>Vakcode</b>	S_DVO ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. J.J. Wolbers
<b>Examinator</b>	dr. J.J. Wolbers
<b>Docent(en)</b>	dr. J.J. Wolbers
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### **Doel vak**

Studenten inzicht te geven in de verschillende manieren waarop virtueel organiseren kan worden opgevat. Na afloop van het vak: Kan de student netwerkenmerken van het organiseren binnen en tussen organisaties met elkaar in verband brengen; Kan de student onderzoeksvragen die te maken hebben met verschillende typen van virtueel organiseren onderscheiden; Kan de student theoretische vragen op dit terrein benoemen en aangeven in hoeverre vragen over de onderliggende netwerken op basis van digitaal of op andere wijze verzamelde onderzoeksgegevens kunnen worden beantwoord.

### **Inhoud vak**

In dit vak ligt de nadruk op de manier waarop publieke en private organisaties gebruik maken van digitale media om hun activiteiten ongeacht locatie te organiseren. Op verschillende fronten wordt hier snel het begrip virtueel voor gebruikt in combinatie met team, organisatie of wijze van organiseren. In de colleges worden een aantal van deze organisatievormen besproken en in werkcolleges wordt verder uitgediept op welke wijze deze vormen samenhangen met gebruik van informatietechnologieën. Aan het slot van het college wordt ook ingegaan op de vragen die een steeds sterkere verknoping tussen informatietechnologie en organisaties oproept. Een tweede thema dat in het college inzichtelijk gemaakt wordt is de vraag op welke wijze organiseren en organisaties in deze omgeving digitale sporen achterlaten. Deze digitale informatie over relaties tussen en binnen organisaties kan worden gebruikt voor netwerkanalyse. Op deze manier bereidt dit vak dan ook voor op het vak analyselab.

### **Onderwijsvorm**

Hoorcollege en werkcollege/practicum; actieve participatie wordt verwacht.

### **Toetsvorm**

Paper.

### **Literatuur**

Wordt een maand tevoren in blackboard bekend gemaakt en bestaat uit artikelen.

### **Aanbevolen voorkennis**

Enige kennis van organisatietheorie en sociale netwerken.

### **Doelgroep**

### Overige informatie

In het vak wordt gebruik gemaakt van UCINET.

## Debates in Consulting Research

<b>Vakcode</b>	E_IBK3_DCR ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. L.C. Noury
<b>Examinator</b>	dr. L.C. Noury
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### Doel vak

Knowledge skills:

Recognize, understand, construct, and critically assess positions in scientific debates expressed in the literature on management and consulting.

Research skills:

Draw on interviews as research approach prevalent in the context of consulting and consulting research.

Academic skills:

Independently develop and deepen an own well-substantiated positioning in relation to a particular contemporary debate based on literature and interview study.

Social skills:

Critically review the work of peers and suggest improvements.

By following this course, you advance scholarly knowledge and skills within consulting, which goes beyond introductory courses. Next to that you study the course literature and develop a well-informed overview of the general field by reviewing the method and content of your fellow student's work. You further provide recommendations that aim at helping to improve the work of your peers. These research skills constitute an essential basis for writing a Bachelor Thesis in management consulting, a essential basis for the master specialization in management consulting, and a preparation for consultant practice.

### Inhoud vak

Building on an introduction on management consulting as provided in the integrative courses (BK/IBA) and related courses, students will explore and deepen their knowledge of classical and contemporary scientific debate in management consulting by means of a combined literature and interview study. In this way, the course will advance the students' ability to develop a well-informed position in a scientific debate on:

- Consultants and their role in the diffusion of management knowledge;
- Consultants and their role in managing resistance to change;

- CSR consultants and their impact on the implementation of a management idea such as CSR in practice;
- Complementary and conflicting consultant roles in consultant-client interaction;
- Consultants and their role in supporting strategic decision making;
- Consultants and stress.

After some introductory lectures on these debates in the first two weeks of the course students chose one debate and work on papers related to this debate by further literature and interview study. They prepare for a one-day mini-conference in which papers will be presented and reviewed. Based on the on mini-conference students can improve their papers.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Intermediate literature exam – individual assessment  
Paper – individual assessment  
Class participation

### Literatuur

This course is article based.  
Readings will be announced in course manual

### Aanbevolen voorkennis

For BK:  
1.3 Academic Skills, 1.6 Integration project), 1.2 Organization Theory  
2.2 Strategy; 3.4 Foundations of Strategic Management.

For IBA:  
1.3 Academic Skills; 1.2 Organization Theory; 2.3 International Strategy; 2.6 integrative Research Project; 3.4 Foundations of Strategic Management.

## Democratie 2.0

<b>Vakcode</b>	S_DM20 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	drs. B. Slijper
<b>Examinator</b>	drs. B. Slijper
<b>Docent(en)</b>	drs. B. Slijper
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Doel vak

1. De student is bekend met de klassieke theorieën over de praktijk en theorie van de democratie
2. De student is bekend met de recente ontwikkelingen en veranderingen

in de politiek gedrag en participatie van burgers als gevolg van de opkomst van communicatietechnologie

3. De student is in staat te beoordelen in welke mate deze veranderingen een aanpassing van de 'klassieke' theorieën nodig maken

### **Inhoud vak**

In deze cursus van de Minor Netwerken in de Informatiemaatschappij zal de netwerksamenleving vanuit politiek-sociologisch perspectief worden benaderd. Meer specifiek staat de vraag centraal wat de gevolgen zijn van de informatie- en communicatierevolutie voor het gedrag van politici, het gedrag van burgers, en de relaties tussen deze twee. Het vak is tegelijkertijd een verbreding maar vooral een verdieping van kennis opgedaan in het inleidende vak "De netwerksamenleving".

Al vanaf het prille begin van de informatie- en communicatierevolutie waren er veel verwachtingen van de mogelijkheden van met name internet voor de politieke participatie van 'gewone' burgers. Zo zouden voorheen uitgesloten groepen nu veel beter hun weg naar het publieke debat kunnen vinden, moeilijk bereikbare groepen weer bij de publieke zaak betrokken kunnen worden, de kloof tussen burgers en politici zou kunnen worden gedicht, de toegankelijkheid en diversiteit van relevante informatie zou worden vergroot, en de verschillende interactieve mogelijkheden zouden het mogelijk maken veel meer burgers dan voorheen te betrekken bij allerlei publieke discussies en wellicht zelfs vormen van beleidsvorming. Kortom, internet zou de kwaliteit van democratische samenleving ten goede veranderen.

Inmiddels is het enthousiasme enigszins getemperd. Zo deed de term digitale tweedeling haar intrede, is internet behalve een vrijplaats nu ook het terrein van verregaande vormen van censuur, worden fora als GeenStijl beschuldigd van vervuiling van de publieke meningsvorming, en worden beroemde klokkenluiders-sites als WikiLeaks van 'digitaal terrorisme' beschuldigd. Is internet nu een vloek of zegen voor de democratische samenleving? In deze cursus zullen we een stand-van-zaken van dit debat proberen te geven aan de hand van een viertal actuele cases. Daarbij staat telkens, naast de sociologische vragen naar de aard en omvang van de geschetste casus, ook de vraag centraal welke betekenis deze heeft voor de klassieke normen van de democratische samenleving.

### **Onderwijsvorm**

Hoorcollege en werkcollege/practicum; actieve participatie wordt verwacht

### **Toetsvorm**

Schriftelijk tentamen en twee tussentijdse opdrachten.

### **Literatuur**

Dahl, Robert A. (1998). On Democracy. New Haven: Yale University Press.  
Digitale reader met diverse artikelen (wordt t.z.t. op Blackboard bekendgemaakt).

### **Aanbevolen voorkennis**

Voorgaande modules in deze Minor

### **Doelgroep**

Studenten Minor "Netwerken in de informatiemaatschappij" (bachelor)

### **Overige informatie**

Dit vak is onderdeel van de Minor Netwerken in de Informatiesamenleving.  
Deelname aan dit vak is mogelijk zonder de gehele minor te volgen.

## Designing Interventions in Business and Society

<b>Vakcode</b>	E_BK3_DIBS ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. I.J.C. Leijen
<b>Examinator</b>	drs. I.J.C. Leijen
<b>Lesmethode(n)</b>	Hoorcollege, Instructiecollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

**Knowledge:** You will obtain knowledge on the design of interventions aimed at influencing behavior as well as on the ethical aspects when adopting influencing tactics.

**Bridging Theory and Practice:** You will make use of theoretical knowledge and concepts with regard understanding and influencing human behavior, and apply these to real-world challenges, while focusing on the various stakeholders that are involved (co-workers, other organizations, consumers & citizens).

**Social Skills:** You will work in small teams to plan and develop your intervention, which will help you develop many of the “soft skills” that are needed to collaborate with others and achieve challenging goals.

### Inhoud vak

This integrative project is the capstone course of the minor “Understanding and Influencing Decisions in Business and Society”. After a brief introduction in which you get acquainted with some of the methods for designing interventions, you start working on an intervention that addresses one of the real-world challenges that will be selected for this course. In this project, you will touch upon (1) design, (2) implementation, and (3) testing/evaluation phases by the development of a business plan. Because this is an integrative course, your intervention will be required to approach in a multi-disciplinary fashion, combining for example the insights on leadership with those on judgment and decision making, or combining nudges with negotiation skills.

You will work in small teams, and present your interventions that will be judged on both the academic and the practical quality of your work. In the other courses of the minor you have acquired a lot of knowledge on strategies how people can be influenced. But is that ethical? And can these strategies be abused? In this integrative course we allocate attention to and reflect on the ethical aspects of such tactics.

### Onderwijsvorm

Lectures and small-group tutorials

### Toetsvorm

Team project – group assessment  
(Interim) exam – individual assessment

**Literatuur**

TBA

**Vereiste voorkennis**

All courses of period 1 & 2 in the minor "Understanding and Influencing Decisions in Business and Society"

**Aanbevolen voorkennis**

All courses of period 1 & 2 in the minor "Understanding and Influencing Decisions in Business and Society"

**Development and Globalization**

<b>Vakcode</b>	S_DG ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. M. Matelski
<b>Examinator</b>	dr. M. Matelski
<b>Docent(en)</b>	prof. dr. D. Dalakoglou, dr. M. Matelski
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

**Doel vak**

The aim of this course is to get introduced to development sociology and more in particular to gain insight into issues of poverty, global inequality and development. Students will develop an anthropological perspective on developmental issues in the Global South.

**Inhoud vak**

The development of a capitalist economy in the North and the ongoing, global restructuring of the economy have impacted on economic and social development of the global South. Policies of states, supranational development agencies, and local NGOs to raise the standard of living in the so-called less developed countries have not attained the success levels hoped for. In fact, growth-oriented policies may have negative side effects, such as increased inequality, both within and between states, and ecological degradation. In this course, we analyse the interactions between (inter)national stakeholders and local populations, substantiating how particularly the so-called "poor" people experience inequality and poverty. We also highlight potential and experienced gaps between intentions and outcomes of development policies and look at what anthropology can contribute to 'development' debates and policy implementation.

**Onderwijsvorm**

Lectures.

**Toetsvorm**

Take home exam

**Literatuur**

To be announced later.

### Doelgroep

Obligatory course for students in the minor Development Studies and 2nd year students of Political Science; elective course for students in 2nd year of BSc CAO; optional course for other 2nd and 3rd year Bachelor's students and students of the Exchange Programme.

### Overige informatie

This course is open to students from various disciplines who have completed their first year of their Bachelor programme.

## Development Economics

<b>Vakcode</b>	E_EBE3_DEVEC ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. W. Janssens
<b>Examinator</b>	dr. W. Janssens
<b>Docent(en)</b>	dr. W. Janssens, prof. dr. M.P. Pradhan
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Development from an Interdisciplinary Viewpoint

<b>Vakcode</b>	S_DIV ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	drs. G.M. van Iterson Scholten
<b>Examinator</b>	drs. G.M. van Iterson Scholten
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Doel vak

Students learn about the themes relevant for the study of political, economic and social challenges faced by developing countries at the beginning of the 21st century. They also acquire knowledge of how various scientific disciplines see and recommend to remedy these

situations and will gain interdisciplinary perspectives into these challenges.

### **Inhoud vak**

The course is organized around a series of guest lectures addressing different aspects of development. In the course, students learn about the relationships between a.o. globalization, gender equality, poverty reduction, environmental concerns, food security, state fragility, trade liberalization and developmental processes. Next to that, the course offers both an overview and various applications of the main theoretical approaches to the study of development, as well as their main criticisms.

### **Onderwijsvorm**

Lectures by various academic and non-academic experts

### **Toetsvorm**

Take home exam

### **Literatuur**

Paul Hopper (2012), Understanding development. Cambridge: Polity Press  
Various articles on BlackBoard, to be announced.

### **Doelgroep**

Obligatory course for students in the minor Development Studies.  
Optional course for 2nd and 3rd year Bachelor's students and students of the Exchange Programme.

### **Overige informatie**

This course is both the final course of the minor Development Studies and a stand-alone introduction course to Development Studies. The course is open to 2nd and 3rd year Bachelor's students in various disciplines. Students are invited to participate in discussions in class; participants with experience in development work or related activities are especially invited to do so.

## **Development of Macroeconomic Thought**

<b>Vakcode</b>	E_ME_DMT ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. C.A. Davids
<b>Examinator</b>	prof. dr. C.A. Davids
<b>Docent(en)</b>	prof. dr. C.A. Davids, J. Chen MPhil
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### **Doel vak**

The objective of this course is to introduce core concepts and theories of modern macroeconomic analysis including their development within the economic and social context of the past centuries.

Specific learning outcomes upon completion of this curricular item are:



- Understanding of macroeconomic theories about growth, inequality and unemployment within their historical contexts
- A basic knowledge of core macroeconomic concepts
- Familiarity with recent empirical macroeconomic work on growth, inequality and unemployment.

### Inhoud vak

The course starts with discussing the historical development of macroeconomic theories about growth, inequality and unemployment.

Next the course proceeds with the introduction of core macroeconomic concepts and theories including illustrations from recent empirical macroeconomic work on growth, inequality and unemployment:

- Circular flows and national accounts- Aggregate incomes and inequality;
- Growth accounting: labor productivity, technological progress, human capital, Solow model;
- Institutions and economic development;
- Unemployment: measurement, types, costs of unemployment, wage rigidity.

### Onderwijsvorm

Lectures and tutorials

### Toetsvorm

Grade is average of problem sets (2/5) and written examination (3/5), with written exam grade of at least 5.0

### Literatuur

Acemoglu, Daron, David Laibson and John A. List, 2016, Economics, Harlow, Essex, Pearson Education Ltd. ISBN 13: 978-1-292-07920-2, incl. access code MYECONLAB.

### Vereiste voorkennis

Basic knowledge of math and statistics, as provided in the academic core of any academic program at the Vrije Universiteit Amsterdam or equivalent.

## Digital Innovation and Virtual Organizing in a Global Setting

<b>Vakcode</b>	E_IBA2_DIVO ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. A. Sergeeva
<b>Examinator</b>	dr. A. Sergeeva
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### Doel vak

This course focuses on three specific objectives:

Knowledge:

- Understanding the new business environment and workplace

practices enabled by digital technologies (Internet, mobile technologies, virtual worlds).

- Understanding how working, coordinating, and managing in this new business environment is different from traditional workplace.
- Experiencing management and communication situations common due to the pervasive applications of digital innovation and virtual environments in a global setting.

Academic Skills:

- Being able to analyze the specific requirements of active, successful collaborations and organizing in international environment based on the opportunities that digital technologies offer.

Broadening your Horizon:

- Experience the broad range of new organizing and working practices in global business environment by being introduced to the real-life challenges of digital organizing in a global environment and experience practices that can help them cope with these challenges.

### **Inhoud vak**

The courses in this semester centre around the international context of the international business environment. Period 4 specifically introduces you to the environment of developed economies and what this means for different disciplines, in this case technology. Work is increasingly being done virtual and communication extends more and more to social media, which calls for using expertise developed outside the formal boundaries, for example in networks and 'crowds'. Also, the introduction of robots and so called 'smart offices' radically change traditional work practices. The possible consequences of these new digital and virtual technology on how we collaborate and coordinate our work are often predicted but not yet fully and academically understood. In this course, you will learn about the latest insights of new technologies, its consequences of virtual organizing and how internationally operating organizations, ranging from small start-ups to multinationals use digital tools and practices to easily coordinate and collaborate independent from physical boundaries. Guest speakers will introduce you to their world of working internationally by means of the latest technologies. You will also gain hands-on experience with working in international student teams.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Written exam – Individual assessment  
Assignment – Group assessment  
Mandatory attendance tutorials

### **Literatuur**

Required readings consist of articles and will be announced via Blackboard (together with other required materials)

### **Aanbevolen voorkennis**

2.1 Business Information Systems

## **Digital Marketing and Metrics**

<b>Vakcode</b>	E_EBE3_DMM ()
<b>Periode</b>	Periode 5

<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. F. Sotgiu
<b>Examinator</b>	dr. F. Sotgiu
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

During this course, you will develop an in-depth understanding of online marketing from a theoretical, analytical and practical perspective (Academic Skills). Building on the knowledge of Marketing II, this advances your knowledge on how to strategically design online marketing activities, and also how to analyze and evaluate the effectiveness of these online marketing activities (Knowledge, Quantitative Skills). Moreover, you will apply this knowledge and skills in a real-life setting, enabling you to translate and apply theoretical knowledge into practice (Bridging Theory and Practice).

By the end of this course you will be able to:

- identify the right metrics and methods to evaluate online marketing activities;
- assess qualitatively and quantitatively online marketing strategies and tactics;
- identify which activities are more effective and why;
- use the information obtained to build an effective digital marketing strategy.

### Inhoud vak

In the past decade, the Internet has caused fundamental changes in the way we live, learn, and do business. For marketers, the intense use of digital media, and the widespread adoption of smartphones has truly revolutionized the way marketing 'is done'. More than ever before, word of mouth and consumer communities are considered important market forces that influence consumer decision-making all along the purchase process. Moreover, companies are increasingly adopting a business logic based on co-creating value propositions with customers. Marketing, as a function that is closest to the consumer, plays a key role in giving shape to this new era in business management. With today's consumers continuously connected online, it is imperative for marketing managers to monitor the customer journey online in order to fully understand the impact of their marketing activities and plan successful new online marketing strategies. However, in the era of big data, managers often do not know which metric to focus on and how to extract valuable information from the data at hand.

By the end of this course, you will be able to assess qualitatively and quantitatively online marketing strategies during three important moments of the customer journey online: (1) Product search; (2) Purchase; (3) Post-purchase. For each moment, you will identify which factors play a bigger role in influencing consumers' attitude and behaviour, based on the literature and your own analyses. You will also be able to use the information obtained to evaluate the ROI of digital marketing and social media campaigns and build a successful online marketing strategy.

**Onderwijsvorm**

Lectures.  
Tutorials.

**Toetsvorm**

(Interim) Assignment(s) - Group assessment.  
Exam - Individual assessment.

**Literatuur**

Articles, cases, lecture slides.  
The reading list will be announced on Blackboard.

**Vereiste voorkennis**

None.

**Aanbevolen voorkennis**

Marketing I and Marketing II.

**Overige informatie**

The lectures are interactive.

**E-Business 3.4**

<b>Vakcode</b>	E_BK3_EBUSI ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. F.E.J.M. Derksen
<b>Examinator</b>	drs. F.E.J.M. Derksen
<b>Docent(en)</b>	dr. M.H. Rezazade Mehrizi
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

**Overige informatie**

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

**E-Business and IT-Industry**

<b>Vakcode</b>	E_BK3_EBITI ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. ir. J.W.M. Gerrits
<b>Examinator</b>	prof. dr. ir. J.W.M. Gerrits

<b>Docent(en)</b>	prof. dr. ir. J.W.M. Gerrits
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## E-Commerce Supply Chain Management

<b>Vakcode</b>	E_IBA3_ESCM ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. ir. S.L.J.M. de Leeuw
<b>Examinator</b>	prof. dr. ir. S.L.J.M. de Leeuw
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

The goals of the course are as follows:

#### Academic Skills:

- This course furnishes you with the ability to recognize and analyze fundamental structures and starting points of e-commerce supply chains and to formulate management conclusions for improvements in ecommerce supply chains.

#### Quantitative methods.

- You will study methods to analyze the preferences for and performance of ecommerce supply chains, including warehouse management, inventory management, and fulfilment.

#### Bridging Theory and Practice:

- Students will be exposed to four parts of the supply chain in this course: (1) warehousing, (2), multi-channel fulfilment, (3) transportation in the last mile, and (4) returns management.
- You will study stylized cases and analyze a real-life case study; we will include guest lectures and a company visit to an ecommerce warehouse.

#### Social Skills:

- You will analyze and develop solutions for stylized case problems in teams and present that in teams..

### Inhoud vak

E-commerce retail has shown a consistent double-digit growth over the last years. It is generally recognized that the delivery of parcels to

consumers is pivotal The Netherlands, while being recognized as a world leader in logistics according to the Logistics Performance Index, is best in class on several aspects of ecommerce supply chains including short delivery lead-times and late order cut-off times. The EU has formulated a bold target to achieve 20% of all EU online retail via cross border retail by 2020. This provides enormous challenges and particularly in the supply chain.

This course is build around 4 themes:

**1. Warehousing**

Questions addressed here encompass how to benchmark ecommerce warehouses and how to design warehouse planning rules for e.g. picking

**2. Multi-channel fulfilment**

Here we discuss issues related to fulfilment of demand (including determining consumer preferences, inventory management and demand forecasting)

**3. Last mile transportation**

Issues addressed here relate to getting the product to the consumer and that includes challenges in city logistics, consolidation opportunities and sustainable transport.

**4. Returns management**

Topics we discuss address challenges in managing the returns flows from consumers back to the webshop.

**Onderwijsvorm**

Lectures

Tutorials

**Toetsvorm**

Written exam - Individual assessment

Cases - Group assessment

**Literatuur**

Readings will be announced via Blackboard

**Aanbevolen voorkennis**

Bachelor BK SCM 1 or similar

**Econometrics I**

<b>Vakcode</b>	E_EOR2_TR1 ()
<b>Periode</b>	Periode 1+2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. L.F. Hoogerheide
<b>Examinator</b>	dr. L.F. Hoogerheide
<b>Docent(en)</b>	prof. dr. S.J. Koopman, dr. C.S. Bos, dr. F. Blasques Albergaria Amaral, prof. dr. J.R. Magnus
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

**Doel vak**

Getting acquainted with the concepts, theory, methods and techniques from econometrics. Most importantly, the introduction of regression, testing and maximum likelihood will be covered.

**Inhoud vak**

Topics include

- Simple linear regression
- Hypothesis testing
- Finite-sample and asymptotic properties
- Multiple regression and its matrix algebra
- Inference : estimation and testing
- Maximum likelihood

**Onderwijsvorm**

2 x 2 hours of classes per week. During the classes time will be made for discussing exercises.

**Toetsvorm**

Intermediate exam – Individual assessment

Final exam – Individual assessment

Individual assignment - Individual assessment

**Literatuur**

J.H. Stock and M.W. Watson (2012), Introduction to Econometrics. 3rd edition.

**Aanbevolen voorkennis**

Linear Algebra, Analysis II, Statistics

**Econometrics II**

<b>Vakcode</b>	E_EOR2_TR2 ()
<b>Periode</b>	Periode 4+5
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. L.F. Hoogerheide
<b>Examinator</b>	dr. L.F. Hoogerheide
<b>Docent(en)</b>	dr. L.F. Hoogerheide
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

**Doel vak**

Acquainting the student with misspecifications in the linear regression model and extensions of the linear regression model.

**Inhoud vak**

Topics include:

- Heteroskedasticity
- Instrumental variables and generalized method of moments
- Specification, misspecification, dummies, error-in-variables
- Regression models with time series data and serial correlation in the errors
- Strict and contemporaneous exogeneity
- Binary data: logit, probit models
- Multinomial data: logit models.
- Censored/truncated data: tobit models
- Poisson data

- Nonparametrics and semi-parametrics

### Onderwijsvorm

Classes. During classes time will be made for discussing exercises.

### Toetsvorm

Intermediate exam – Individual assessment

Final exam – Individual assessment

Individual assignment - Individual assessment

### Literatuur

Wooldridge (2013), Introductory Econometrics, A Modern Approach, 5th international edition.

### Aanbevolen voorkennis

Econometrics I, Linear Algebra, Analysis II.

## Econometrics III

<b>Vakcode</b>	E_EOR3_TR3 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J. Schaumburg
<b>Examinator</b>	dr. J. Schaumburg
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

Obtaining basic understanding of multivariate dynamic linear modeling and time series analysis and panel data. Understanding the introductory theory and practice of econometric analysis of stationary and non-stationary multivariate stochastic processes and panel data.

### Inhoud vak

Econometrics II provides an introduction to multivariate dynamic models and time-series analysis. The course covers both theoretical and practical aspects of time-series econometrics including analysis of multivariate stationary and non-stationary processes, vector autoregressive (VAR) models, vector error correction models (VECMs), and cointegration tests. The course also introduces panel data models, methods and techniques.

### Onderwijsvorm

4 hours per week of lectures, 2 hours per week solving/discussing both theoretical and practical exercises

### Toetsvorm

Exam (80%) and practical assignment (20%)

### Literatuur

J.D. Hamilton, Time Series Analysis (1994), Princeton University Press  
H. Lütkepohl, New Introduction to Multiple Time Series Analysis (2006), Springer



K. Juselius, The Cointegrated VAR Model: Methodology and Applications  
B.H. Baltagi, Econometric Analysis of Panel Data (5th Edition, 2013),  
Wiley

### Vereiste voorkennis

Basics of statistics, probability, econometrics, algebra, and calculus

### Overige informatie

The course is suitable to be taken in an exchange program.

## Economic Assessment of Health Care

<b>Vakcode</b>	E_EBE3_EAHC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. M. Lindeboom
<b>Examinator</b>	prof. dr. M. Lindeboom
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Computerpracticum
<b>Niveau</b>	300

### Doel vak

In this course, the following topics will be presented and discussed  
(Academic skills; Research skills; Quantitative skills; Knowledge):

- objectives of economic evaluations;
- different types of economic evaluations;
- measurement, valuation and analysis of costs;
- measurement and valuation of quality of life (utilities and QALYS);
- economic assessment of informal care and productivity loss caused by illness;
- bootstrapping techniques;
- incremental cost-effectiveness ratios;
- cost-effectiveness analyses;
- net-benefit approach;
- Sensitivity analyses;
- decision analysis and the use of decision trees;
- Markov modelling;
- probabilistic sensitivity analyses;
- reporting economic evaluations and interpreting their results;
- the use of cost-effectiveness information for policy making.

### Inhoud vak

At the end of this course, you know the essentials of economic evaluations of health care processes and health care technology. You will be able to make an informed choice between a trial-based and a model-based approach. The limitations of economic evaluations will be clear and they can be taken into account in designing a specific evaluation project. You will be able to critically assess the results of cost-effectiveness studies that followed a trial or model approach, and you will be able to interpret adequately evaluation reports and evaluation articles.

### Onderwijsvorm

Lectures.

Tutorials (including computer practica).

### Toetsvorm

Written exam - individual assessment

Assignments - group assessment

### Literatuur

Gray A.M., P.M. Clarke, J.L. Wolstenholme and S. Wordsworth, Applied Methods of Cost-effectiveness Analysis in Health Care. Oxford: Oxford University Press.

Additional literature will be announced on Blackboard.

### Vereiste voorkennis

None

### Aanbevolen voorkennis

None

## Economics for the Global Era

<b>Vakcode</b>	E_IBA1_EGA ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. P.A. Gautier
<b>Examinator</b>	prof. dr. P.A. Gautier
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	100

### Doel vak

This course will introduce you to the fundamentals and basic tools of economic analysis. It will teach you the perspective of the economist: viewing reality as the result of choices and the trade-offs that these choices reflect (Academic Skills; Knowledge).

In terms of Knowledge you will learn the basic theories and models of micro- and macroeconomics. You will also learn the basic analytical tools used in the analysis of economic data (Quantitative Skills).

Finally, the course will introduce you to the most important institutions of the global economy.

The course will also show you how the tools and theories can be applied to real life examples taken from the world economy. (Bridging Theory and Practice).

### Inhoud vak

What are the economic fundamentals underlying the modern world economy?

How is the world economy organized? During this subject you are invited to look at the world with the eye of the economist: seeing the world as the outcome of many possible alternative outcomes, recognizing the pervasiveness of choice at every level from micro to macro. In problem sets you will further develop your skills in using mathematical and graphical tools by applying them to stylized and real-world situations.

Cases are an important part of the course, for illustrating economic principles but also to challenge you to use your newly acquired

knowledge for better understanding.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Written exam – Individual assessment  
Assignments – Group assessment  
Mandatory attendance tutorials

### Literatuur

To be announced

Additional (required) materials will be announced via Blackboard.

### Aanbevolen voorkennis

1.1 Business Mathematics  
High-school economics  
Basic computer skills

## Economics of the Dutch Health Care System

<b>Vakcode</b>	E_EBE3_EDHCS ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. F.R.M. Portrait
<b>Examinator</b>	dr. F.R.M. Portrait
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### Doel vak

At the end of the course you can:

- explain the trend in health care expenditures in The Netherlands (Bridging theory and practice);
- apply health economic theory to analyze and evaluate the recent developments in the Dutch health care market for cure, the Dutch long-term care market ("care") and the disability insurance market (Knowledge; Bridging theory and practice) ;
- understand the role of the government in the Dutch care markets (Bridging theory and practice);
- identify and understand the most important issues within the Dutch care system and evaluate already implemented or future solutions (Research skills; Broadening your horizon);
- understand and apply economic concepts to measure and interpret the (relative) efficiency of healthcare providers (Knowledge, Bridging theory and practice).

### Inhoud vak

Health care economics is concerned with the provision of, and demand for, health care. We will discuss the relevant economic theories and concepts that are necessary to understand the working of the (Dutch) health care markets: the market for cure cure market, the market for

care and the market for disability insurance. During the course students will study how policy makers try to achieve the policy objectives of high quality, affordable and accessible care in the Netherlands. Dutch health care institutions and current regulations will be presented.

### Onderwijsvorm

Lectures.  
Tutorials.

### Toetsvorm

One written exam – individual assessment.  
Two take-home assignments – group assessment.

### Literatuur

Eric Schut en Marco Varkevisser (2012): Economie van de gezondheidszorg, Reed Business (vijfde druk).

### Vereiste voorkennis

None.

### Aanbevolen voorkennis

None.

## Economie van het onroerend goed

<b>Vakcode</b>	E_EBE3_EOG ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. J. Rouwendal
<b>Examinator</b>	prof. dr. J. Rouwendal
<b>Docent(en)</b>	prof. dr. J. Rouwendal
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voorpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

## Economische en sociale geschiedenis

<b>Vakcode</b>	E_EBE3_ESG ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. C.A. Davids

<b>Examinator</b>	prof. dr. C.A. Davids
<b>Docent(en)</b>	prof. dr. C.A. Davids
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voorpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

## Emerging Technologies for E-Business and Online Commerce

<b>Vakcode</b>	E_IBA3_ETEOC ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. F.E.J.M. Derksen
<b>Examinator</b>	drs. F.E.J.M. Derksen
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

After completion of this course, students will:

- Have an integrative knowledge of the various aspects of E-business and online commerce discussed in the preceding courses.
- Have knowledge of the most recent technological developments relevant to E-business and online commerce processes.
- Be able to critically assess the pros and cons of applying recent technologies in E-business and online commerce processes.
- Be able to provide a concrete advice concerning the feasibility of the use of such technologies.

### Inhoud vak

This course focuses on the question how emerging technologies can play a role in supporting organizations' E-business and online commerce processes. Based on the knowledge gained in the first four courses of this minor, students will conduct a feasibility study concerning a recently emerged technology. This technology will be selected by the course coordinators, and will be technology that newly entered the market before the start of the course. The analysis will focus on questions like:

- What is the potential value of this technology in supporting organizations' E-business and online commerce activities?
- What are important conditions for this value to be realized?
- What are the demands and consequences of applying this technology in terms of consumer interaction, logistics, information systems and other relevant aspects?
- To what extent is applying this technology feasible in terms of costs, benefits, fit with the current enterprise architecture, business

processes, consumer preferences, etcetera?

The outcome of this analysis is a business report in which a concrete advice is given in terms of the feasibility of this technology, and sheds light on the different aspects of logistics and fulfilment as well as marketing, technology and data, and insights for the e-business solution. Although academic fundamentals should be applied, this business case has a highly relevant practical component as well.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Written Assignment - Group Assessment  
Presentation - Group Assessment  
Participation - Individual Assessment

### Literatuur

Various papers that will be made available via Blackboard

### Vereiste voorkennis

This course is part of the minor E-business and Online Commerce. Students should at least be familiar with the content of 'Introduction to E-business and Online Commerce' and 'Consumer Science for Online Commerce'

### Aanbevolen voorkennis

Courses in period 1 and 2 of the Minor E-business and Online Commerce

### Doelgroep

This minor can be followed by all FEWEB bachelor students. In addition, advanced bachelor students (third year) from other faculties as well as other universities are welcome to join. Particularly those with an interest in Business and Organization Studies, Economics, Social Sciences, Social Psychology, Healthcare, Media and Communication Studies, Engineering, Technology Management, Operations Management and Education.

It is especially interesting for:

- Future managers who want to understand how Emerging Technologies can be implemented in existing business
- Entrepreneurs / intrapreneurs that want exploit the opportunities Emerging Technologies offer for E-business and online commerce
- Future consultants in E-business and online commerce, strategic business consultants, or government policy consultants

### Overige informatie

This course is part of the minor E-business and Online Commerce.

## Empirical Economics

<b>Vakcode</b>	E_EOR3_EEC ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.

<b>Coördinator</b>	prof. dr. B. van der Klaauw
<b>Examinator</b>	prof. dr. B. van der Klaauw
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep

### Doel vak

The main goal of this course is to make students familiar with using microeconomic techniques to empirically analyze economic models. Students should be capable to test economic theories empirically and to estimate policy relevant parameters. Next they learn how to interpret estimation results and to translate these into policy conclusions. Students learn to distinguish between causality and correlation.

### Inhoud vak

This course first provides an overview on microeconomic techniques to estimate causal effects. In particular, the potential outcomes framework is discussed and within this framework policy relevant treatment effects are defined. Next, more structural economic models are presented and empirical analyses of these models are discussed. More specifically, during the course consumer choice models, school assignment models, labor market models, search models and models in industrial organization are evaluated. During the course, there will be a theoretical discussion, presentation of empirical studies and students have to work with data.

### Onderwijsvorm

Lectures and workgroups

### Toetsvorm

Final (written exam and homework exercises)

### Literatuur

Stock, J.H. and M.M. Watson, "Introduction to econometrics", Pearson.

### Vereiste voorkennis

Introduction to econometrics (linear regression and maximum likelihood) and basic statistics (estimation and hypothesis testing)

## Empirical Finance

<b>Vakcode</b>	E_EOR3_EFIN ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. N.J. Seeger
<b>Examinator</b>	dr. N.J. Seeger
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

### Doel vak

The objective of the course is to show how econometrics can be applied to empirical questions in finance. In particular the course will cover topics such financial data and its properties, testing pricing efficiency and factor models, modelling volatility, risk management, continuous time finance. A mixture of academic papers and practical

applications is used to study how econometric methodology is employed to facilitate financial decision making and extract information from financial market data.

### **Inhoud vak**

Econometric methods covered are among others regression models, generalised conditional heteroskedasticity models (GARCH), historical simulation, Monte Carlo simulation.

### **Onderwijsvorm**

Classes. During classes time will be made for discussing exercises.

### **Toetsvorm**

Final exam – Individual assessment

### **Literatuur**

Brooks (2014): Introductory Econometrics for Finance, 3rd

Tsay (2010): Analysis of Financial Time Series, 3rd

### **Vereiste voorkennis**

None

### **Aanbevolen voorkennis**

The courses of period 3.1 in the Minor Applied Econometrics.

### **Overige informatie**

This course in the minor Applied Econometrics is targeted at both econometrics and non-econometrics students.

## **Empirical Marketing**

<b>Vakcode</b>	E_EOR3_EMKT ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. F. Sotgiu
<b>Examinator</b>	dr. F. Sotgiu
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

### **Doel vak**

The objective is to show how econometrics can be applied to empirical questions in marketing and consumer behaviour. In particular, how to build models to support marketing decisions. Given the current big data revolution, models from which useful information about market behavior and their sensitivity to marketing activities such as advertising, pricing, promotions and distribution are routinely used by managers (from leading organisations worldwide) for analyzing marketing programs that can improve brand performance. This course will introduce to the models and the estimation methods, together with their use in empirical marketing studies.

### **Inhoud vak**

The econometric methods that are employed include simple regression, multivariate statistical analysis, limited dependent variable models,



panel data models, pooled regressions, forecasting methods, trend extraction.

### Onderwijsvorm

Lectures and classes. During classes time will be made for discussing exercises and for supporting empirical work.

### Toetsvorm

Final exam – Individual assessments

### Literatuur

Reader, a selection of chapters and articles on various topics. The econometrics is based on the book "Introduction to Econometrics" by J.H. Stock and M.W. Watson, which is used in earlier courses.

### Vereiste voorkennis

None, but an introductory course in econometrics is highly recommended.

### Aanbevolen voorkennis

An introductory course in econometrics similar to the course "Introduction to Econometrics" of our Minor program "Applied Econometrics: A Big Data Experience For All".

### Doelgroep

This course is part of the Minor program "Applied Econometrics: A Big Data Experience For All".

### Intekenprocedure

As usual.

### Overige informatie

This is a 6 EC course presented in period 2 (November-December) in the academic year. This course is part of the Minor "Applied Econometrics: A Big Data Experience for All". It is targeted at both econometrics and non-econometrics students.

## Enterprising Behavior

<b>Vakcode</b>	E_BK3_ENTBEH (61321070)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. N.A. Thompson
<b>Examinator</b>	dr. N.A. Thompson
<b>Docent(en)</b>	dr. N.A. Thompson
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Doel vak

- Explain and summarize knowledge about entrepreneurship skills to peers
- Apply and develop insights into (own) entrepreneurship skills
- Work independently on assignments, reflect on his/her own work and on the work of his/her peers

### Inhoud vak

This course deals with the study and practice of entrepreneurial behavior. Students will learn about the six so-called entrepreneurial skills: imagining and recognizing opportunities, taking action, perseverance, networking, teamwork, and persuasion. The level of analysis in this course is the individual (we are not discussing enterprising firms but enterprising people). In this course, students are asked to be enterprising (in Tasks 1 and 2) and study the entrepreneurial behavior of someone else (in Task 3). This course is a prelude to the New Venture Creation course in practice.

### Onderwijsvorm

hoorcolleges,  
praktijkopdrachten

### Toetsvorm

The course is assessed through two missions in which the student must demonstrate and reflect upon entrepreneurial behavior. There is also a biography assignment in which the student reflects on the entrepreneurial behavior of someone else (for example, a famous entrepreneur).

### Literatuur

Rae, D. (2014). Opportunity-Centred Entrepreneurship (Second edition). Palgrave Macmillan.

### Overige informatie

Het vak wordt in het Engels gegeven.

## Environment and Development

<b>Vakcode</b>	S_ED ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	drs. W.A.M. Tuijp
<b>Examinator</b>	drs. W.A.M. Tuijp
<b>Docent(en)</b>	drs. S.L. Di Prima MSc, drs. W.A.M. Tuijp
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Doel vak

This course aims to help the student to examine and critically reflect on the relationships between economic and social development, and the environment.

### Inhoud vak

What do we mean by the concepts of environment and development and how are the two related? What are the causes and consequences of global environmental change? How is the global community dealing with ecological problems? How can smallholder farmers in the developing world adapt to climate change? How can the world adequately feed more than 9 Billion people by 2050? Is sustainable development, with its notions of

environmental 'friendliness', really achievable?

These and many other questions will be discussed during this interdisciplinary course. After the introductory overview the course will discuss two overall aspects of the international E&D framework: (1) Global Issues - which considers the links between development on the one hand and environment, trade and poverty on the other; (2) Local Issues - which focuses on the increasingly serious problem of land degradation, deforestation and growing water shortages, and asks key questions of how these are related to aspects of human development in poor countries. Illustrated case studies from all over the world provide the basis for teaching. Through this course students learn to recognize and analyze the current and potential impact of the major international environmental concerns; to appreciate the complexities of environmental issues related to development at a global level; to take into account different perspectives on environmental problems and possible solutions; and learn lessons from international case studies.

### **Onderwijsvorm**

Lectures, group discussions and tutorials.

### **Toetsvorm**

Group presentations (40%) and exam (60%).

### **Literatuur**

Clapp, J., & Dauvergne, P. (2011, 2nd edition) Paths to a Green World: the political economy of the global environment. Cambridge: MIT Press.

Various other texts will be announced at the start of the course.

### **Doelgroep**

Obligatory course for students in the minor Development Studies.

This course is open to students from various disciplines who have completed their first year of their Bachelor programme.

Optional course for 2nd and 3rd year Bachelor's students and students of the Exchange Programme.

### **Overige informatie**

Some comments from former students:

"Many case studies, examples and pictures from own experiences presented by enthusiastic teachers"

"Eye-opening to very important topics and a lot of additional info"

"I liked the broadness of the course. I really have an overview now of the main environmental issues"

"Thanks a lot for the course, I have learned a lot and will recommend it to others!"

## **Environmental Economics and Management**

<b>Vakcode</b>	E_EBE3_EEM ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.

<b>Coördinator</b>	dr. G.C. van der Meijden
<b>Examinator</b>	dr. G.C. van der Meijden
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Ethics

<b>Vakcode</b>	E_IBA3_ETH ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. J.F.D.B. Wempe
<b>Examinator</b>	prof. dr. J.F.D.B. Wempe
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### Doel vak

This course discusses the fundamentals of society and business and the study of management (Academic Skills). During this course you will ask yourself fundamental questions concerning society, the role of business in society (Broadening your horizon) and your own role in society (Self-awareness). We will stimulate you to do this by offering you introductions to great philosophers on the foundations of society and business (Knowledge). During the tutorials you will apply these insights on current issues (Bridging theory and practice).

After completing this course, you will have reached the following learning objectives:

Academic Skills:

- You will read philosophical and ethical literature (on an entry level) analytically, critically, and empathetically
- You are able to formulate judgments based on such argumentations during a conversation and in a debate

Knowledge:

- You understand the major philosophical and ethical ideas accurately

Bridging Theory and Practice:

- You are able to apply your understanding of these philosophical and ethical ideas in the business context
- You are able to critically assess your possible future role within an organization and/or as business professional

Broadening your Horizon:

- You are able to recognize the philosophical and moral issues that are inherent to human life, to the business context and to the study of society and business

Social Skills:

- You are able to conduct a scientific conversation (partly) based upon philosophical and moral arguments
- You are able to argue and express yourself by using these ideas in speaking and writing effectively
- You will further develop your experience within working in groups

**Self-awareness:**

- You are able to critically assess your own commitments and ideas
- You are able to critically assess your own values and norms

**Inhoud vak**

The course confronts you with ethical dilemmas and the philosophical context in which these dilemmas arise. The course offers concepts and theories to help you to understand, analyse and form a thought through opinion.

During the lectures the following topics are discussed:

- Fundamentals of a good society
- Fundamentals of the economy
- Fundamentals of organising and organisations
- Fundamentals for a better business-world

During the tutorials the concepts and theories that are discussed during the lectures are further elaborated.

During the tutorials you also will work out a pre-selected ethical and/or philosophical theme.

**Onderwijsvorm**

- Lectures
- Tutorials

**Toetsvorm**

- Written exam: – Individual assessment
- (Interim) Assignment(s): – Individual assessment
- (Interim) Assignment(s): – Group assessment
- Class participation: – Individual assessment

**Literatuur**

This course is taught article based. Readings will be announced on Blackboard

**Vereiste voorkennis**

No entry requirements

**Aanbevolen voorkennis**

No special knowledge advised

**Ethics of Algorithms**

<b>Vakcode</b>	E_MM_ETHA ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. ir. M. van Otterlo
<b>Examinator</b>	dr. ir. M. van Otterlo
<b>Docent(en)</b>	dr. ir. M. van Otterlo
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

## **Doel vak**

After completing this course, students will

Understand the role of smart algorithms for big data, in digital interactions, and in physical manifestations such as robots and the internet-of-things.

Know broad classes of algorithms and how they are used for prediction, social sorting, curating, recommending, gatekeeping, experimentation, and profiling

Be familiar with some of the main contemporary thinkers and issues in the ethics of algorithms

Know and understand the ethical implications of (classes of) algorithms on privacy, surveillance, discrimination, access to information, security, free will, human rights, social norms, etc.

Be able to identify stakeholders and ethical implications in healthcare, design, crime, education, science, job markets, business, journalism, warfare, etc.

## **Inhoud vak**

Digital innovation involves both the accumulation of large amounts of data (so-called Big Data) through various new sensors (such as smartphones and social networks) as well as artificially intelligent algorithms (software, but also robots) that can analyze and interpret that data (i.e. analytics) and act upon it. The main objective of this course is to develop “algorithmic literacy” which is an understanding of how (intelligent and adaptive) algorithms influence the way we communicate, work, obtain information, date, travel, and so on, but also how we can tackle grand challenges such as crime, healthcare and education in new, innovative ways. Algorithms are not neutral or objective, but come with many biases, choices, and political influences built-in, which heavily determine how people are “seen” by these algorithms, and how they are treated.

The course covers specifically the various implications algorithms have on fundamental values in society dealing with privacy, surveillance, free will, and so on. For each implication typically several competing stakeholders are involved with opposing viewpoints, value systems or business models. This requires a delicate balancing of interests. Ethics deals with finding this balance, with identifying issues and stakeholders, with employing social and legal solution frameworks, and possibly with judging whether some developments are good or bad.

The course features lectures on algorithms, ethical issues and domains. In addition we will read and discuss relevant literature, for which active participation is required. Each student needs to write an individual essay about a (self-chosen) ethical problem in a particular domain. Furthermore, each student participates in a multidisciplinary design team consisting of students to find a practical solution for an ethical issue caused by the use of intelligent algorithms.

## **Onderwijsvorm**

Lectures and (interactive) literature discussions.

## **Toetsvorm**

Individual essay, team design project, active participation in group sessions, and a digital exam.

## Literatuur

Various articles that will be made available through BlackBoard.

## Ethiek I

<b>Vakcode</b>	W_BA_ETH1 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. P. Robichaud
<b>Examinator</b>	dr. P. Robichaud
<b>Docent(en)</b>	dr. P. Robichaud
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	100

### Doel vak

De student verwerft:

- kennis van en inzicht in kernthema's uit de meta-ethiek
- kennis van en inzicht in de centrale posities in de normatieve ethiek

De student verwerft:

- vaardigheid in toepassen van ethische concepten en theorieën
- vaardigheid een normatieve stellingname filosofisch te onderbouwen

### Inhoud vak

Dit college geeft een inleiding in en overzicht van de belangrijkste vragen en benaderingen in de hedendaagse ethiek. Allereerst bespreken we wat ethische vragen eigenlijk zijn, waar morele begrippen naar verwijzen, en of we wel op een zinvolle manier over morele vraagstukken kunnen nadenken. Vervolgens gaan we in op de belangrijkste ethische theorieën: consequentialisme, natuurwetsdenken, contracttheorieën, deontologie, deugdenethiek, zorgethiek. De verschillende standpunten en theorieën worden besproken aan de hand van vele concrete en actuele voorbeelden.

### Onderwijsvorm

Hoor- en werkcolleges

### Toetsvorm

Schriftelijk tentamen

### Literatuur

- Russ Shafer-Landau, The Fundamentals of Ethics (2nd edition), Oxford: Oxford University Press, 2011
- Primaire teksten (via Blackboard) Russ Shafer-Landau

### Vereiste voorkennis

N.v.t.

### Doelgroep

Eerstejaarsstudenten filosofie, studenten premaster, studenten minor filosofie.

### Overige informatie

Deze module is een verplicht vak in het eerste jaar. De module geldt als voorkenniseis voor de 2e jaars module Ethiek II.

## Filming Entrepreneurship

<b>Vakcode</b>	E_BK3_FE ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J.K. Verduijn
<b>Examinator</b>	dr. J.K. Verduijn
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

**Academic Skills:** The student is able to question predominant ideas about entrepreneurship, and form their own. They are able to communicate these ideas visually, i.e. through moving images.

**Knowledge:** Students have a deeper and enhanced understanding of entrepreneurial 'real' life, and the various presumptions attached to the phenomenon.

**Bridging Research and Practice:** The student will have experienced various facets of entrepreneurial 'real' life.

**Social Skills:** The student is able to work in a small team.

**Broadening your Horizon:** The student is able to come up with and explore a (divergent) set of ideas (rather than focus on just one idea/solution), and play with perspectives.

**Self-Awareness:** The student is able to be curious, and to (critically) reflect on his/her own ideas about entrepreneurship, in relation to extant entrepreneurship knowledge.

### Inhoud vak

This course aims at facilitating students in experiencing, exploring, discovering and 'reporting' about entrepreneurship as a real-life and dynamic phenomenon and as an on-going process. Likewise, your ability to look, think, and report in a 'visual' way will be stimulated. In this course, we break with linear conceptualizations of entrepreneuring as a 'neat', straight road to success, a correct execution of a sound plan, based on a good idea, a well-spotted opportunity, or other such dominant (abstract) ideas. Instead, we are going to play with other, perhaps not so common ideas about entrepreneurship. During this course, you (in pairs) create a (short) film about entrepreneurship so as to 'activate' your own curiosity, and to – visually – communicate your ideas and perspectives.

### Onderwijsvorm

Interactive lectures, wrap-up session, and small work group meetings

### Toetsvorm

Assignment 1: short film (to be made in pairs) (group assessment)

Assignment 2: individual paper (assessment of films made) (individual assessment)

Mandatory attendance work group meetings



## Literatuur

- Chia, R. (1996) Teaching paradigm shifting in management education: University business schools and the entrepreneurial imagination. *Journal of Management Studies*, 33(4), p. 409-428.
- Jones, C. and A. Spicer (2009). *Unmasking the entrepreneur*. Cheltenham: Edward Elgar. Chapter 1, 2, 3, 5, 6.
- Lecture slides.

## Finance

<b>Vakcode</b>	E_IBA2_FIN ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. M.B.J. Schauten
<b>Examinator</b>	dr. M.B.J. Schauten
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### Doel vak

In this course we build the foundation for the study of corporate finance and investments. The focus is on financial decision-making in theory and practice (Bridging Theory and Practice). Our coverage of core finance topics includes: i) capital budgeting, ii) asset pricing, and iii) financial investment (Knowledge). Students will learn how to analyse a problem in financial economics and how to leave out irrelevant information (Academic Skills). At the end of the course you are able to select the correct method and/or technique for solving a specific problem in financial economics (Quantitative Skills). By using your knowledge on capital and financial investments, you will be able to further understand and gain insights into current developments in financial economics (Broadening your Horizon).

### Inhoud vak

The performance of a corporation depends on how well managers succeed in creating shareholder value. We show you how to use tools that are offered by financial theory and help you just doing that: creating value. In this course we discuss three main issues in finance: capital budgeting, asset pricing and financial investments. The capital budgeting decision involves how firms select projects that create value. The theoretically optimal decision rule—the net present value method—is discussed, also in relation to other selection criteria that are applied in practice. The asset pricing part concerns the way financial assets are priced by the market. The focus is on the pricing of shares issued by firms and bonds issued by firms and governments. Questions raised are: How are the term structure of interest rates and promised coupon payments related to bond prices? What is the influence of the expected stream of dividends and the level of market risk of firm's projects on the price of shares? The financial investment decision is approached from a portfolio perspective and ends with a discussion of the Capital Asset Pricing Model (CAPM).

## Onderwijsvorm

Lectures  
Tutorials

## Toetsvorm

Written exam – Individual assessment  
(Interim) tests – Individual assessment  
Mandatory attendance tutorials

## Literatuur

Required reading:

- 1) J. Berk en P. DeMarzo, Corporate Finance, Pearson, latest edition.  
(This book is also mandatory in the elective Corporate Finance in Emerging Economies - period 2.5).
- 2) Finance, Text- and Workbook, 2016, second edition, Chapter 1-9, 11-15. This book is available through Aureus.

Additional (required) materials will be announced via Blackboard.

## Aanbevolen voorkennis

1.1 Business Mathematics or equivalent

## Finance, Banking and Insurance

<b>Vakcode</b>	E_BK3_FBI ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. G. Tumer Alkan
<b>Examinator</b>	dr. G. Tumer Alkan
<b>Docent(en)</b>	dr. G. Tumer Alkan
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

## Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Financial Accounting

<b>Vakcode</b>	E_EBE3_FAC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. D.R. Boterenbrood RA

<b>Examinator</b>	drs. D.R. Boterenbrood RA
<b>Docent(en)</b>	J.J. van Zutphen RA
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Financial Accounting

<b>Vakcode</b>	E_EBE2_FAC ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. C. Camfferman RA
<b>Examinator</b>	prof. dr. C. Camfferman RA
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

Dit vak is het derde vak in de leerlijn Accounting. In dit vak wordt de externe financiële verslaggeving, in het bijzonder de jaarrekening van ondernemingen, behandeld. Je leert wat de belangrijkste vraagstukken zijn vanuit het perspectief van de verslaggevende onderneming, en hoe deze verslaggeving in Nederland en internationaal gereguleerd is (Vakkennis). Je leert om deze kennis toe te passen op concrete vragen ontleend aan de verslaggevingspraktijk (Link met de praktijk). Hierbij oefen je vaardigheden zoals abstractie en argumentatie (Academische vaardigheden).

Na afloop van dit vak kun je:

- beschrijven welke vormen van regelgeving en toezicht van toepassing zijn op de verslaggeving van de meest voorkomende typen ondernemingen in Nederland en in hoofdlijnen aangeven wat de achtergronden en onderliggende logica is van het institutionele kader;
- uitleggen wat de belangrijkste concepten zijn uit het Conceptual Framework van de International Accounting Standards Board (IASB), en uitleggen hoe deze zich verhouden tot geselecteerde theoretische concepten;
- opzoeken en uitleggen wat er in de belangrijkste wettelijke bepalingen rond de jaarrekening in Nederland (titel 9 boek 2 BW) is bepaald over een gegeven verslaggevingsvraagstuk;
- beschrijven wat de meest voorkomende verwerkingswijzen zijn voor de selectie van posten en transacties die bij dit vak aan de orde komen;
- voor de selectie van transacties en posten: een gegeven vraagstuk uitwerken in de vorm van een gemotiveerde keuze voor een verwerkingswijze, journaalposten, en/of volledige financiële overzichten

(balans, resultatenoverzicht, kasstroomoverzicht);

- herkennen en uitleggen op welke manier een post of transactie uit de behandelde selectie van onderwerpen in een gegeven fragment uit een jaarrekening is verwerkt;

- een gemotiveerd standpunt innemen over een in de loop van het vak behandeld onderwerp met argumenten ontleend aan verschillende referentiekaders (zoals bestaande regelgeving en theoretische concepten).

### **Inhoud vak**

De externe financiële verslaggeving in de vorm van een jaarrekening (en in de vorm van kwartaalberichten bij beursgenoteerde ondernemingen) is de basis van de communicatie tussen de onderneming en financiële belanghebbenden zoals aandeelhouders en andere vermogensverschaffers. Cijfers uit financiële verslaggeving (zoals winst, cash flow en omzet) spelen een belangrijke rol in financiële markten, maar hebben ook juridische betekenis en zijn van belang voor corporate governance. Voor grote ondernemingen is het opstellen van deze verslaggeving een complex proces. Dit is niet alleen zo omdat het nu eenmaal ingewikkeld is om de economische prestatie en positie van een dergelijke onderneming goed weer te geven, maar ook omdat er grote belangen met de verslaggeving gemoeid zijn. Vandaar dat er inmiddels een zwaar institutioneel kader van regelgeving en toezicht rond de verslaggeving is opgebouwd.

Het is de combinatie van 'cijfers' en 'regels' in de externe verslaggeving die bij dit vak centraal staat. Dat betekent dat je niet alleen je technische kennis en vaardigheden op het gebied van accounting verder ontwikkelt (zeg maar: rekenen en journaalposten maken) maar dat je ook steeds de 'waarom' vraag stelt: waarom moet ik in dit geval juist deze boeking maken? Mag het ook anders volgens de regels? Waarom zou je het anders willen? En waarom zijn de regels zoals ze zijn, zouden ze ook anders kunnen zijn? Niet iedereen vindt het makkelijk om te schakelen tussen techniek en de bredere context waarin de techniek wordt toegepast, maar het is een onmisbare vaardigheid voor iedereen die beroepsmatig met externe verslaggeving werkt. Het is ook wat externe verslaggeving tot een boeiend vakgebied met een eigen kleur maakt.

### **Onderwijsvorm**

Hoorcolleges.

Werkcolleges.

### **Toetsvorm**

Schriftelijk tentamen - individuele beoordeling.

Tussentoets - individuele beoordeling.

### **Literatuur**

David Alexander, Anne Britton, Ann Jorissen, Martin Hoogendoorn, Carien van Mourik (2014), International Financial Reporting and Analysis 6e, Cengage Learning, (ISBN-13: 9781408088449 / ISBN-10: 1408088444).

Geselecteerde teksten uit wet- en regelgeving (public domain of toegankelijk via [ubvu.vu.nl](http://ubvu.vu.nl)).

### **Vereiste voorkennis**

Geen.

### **Aanbevolen voorkennis**

Accounting I en Accounting II.

Voor studenten uit andere bacheloropleidingen:

- Bedrijfskunde: Accounting I en Accounting II;
- International Business Administration: Accounting en Accounting in Multinational Enterprises.

### Overige informatie

De inhoud van dit vak wordt als voorkennis verondersteld bij het vak Advanced Financial Reporting in de Master Accounting and Control.

## Financial Management in Health Care Organizations

<b>Vakcode</b>	E_EBE3_FMHCO ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. G. Budding
<b>Examinator</b>	dr. G. Budding
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

In the Netherlands more than 15 percent of the Gross Domestic Product (GDP) is spent on health care. Based on the long-term trends that are visible in healthcare, such as the aging population, comorbidity, individualization, self-direction and the unlimited availability of information, it is clear that the expenditure on health care will continue the coming years. The government is looking for measures to control this. In order to operate efficiently, health care managers knowledge of the playing field in which health care organizations are essential to make a good translation for the internal control on the basis of management information. The course Financial Management for Healthcare Organizations is part of the minor Health care management and provides students tools and instruments which are essential for the financial management of health care organizations such as hospitals, health insurers and primary care organizations.

At the end of this course students have developed knowledge and competences in different fields of financial management in the health care:

- Students are able to discuss the role of financial management in health care organizations (Academic skills);
- Students can explain how developments in health care affect cost of health care organizations (Academic skills);
- Students have knowledge of the different costing systems and are able to apply these costing systems in a health care context (Link with practice);
- Students are able to develop budget systems and are able to evaluate the effectiveness of budgeting (Link with practice);
- Student are able to design and interpret performance measures in a health care context (Link with practice);
- Students are able to explain the specific characteristics and additional requirements of financial reporting for health care organizations (Knowledge);
- Students are able to calculate and analyze financial ratios of health

care organizations (Knowledge);

- Students understand the meaning of the governance codes for health care organizations and the quality of care these organizations deliver (Knowledge).

### **Inhoud vak**

This course is relevant for FEWEB students who want to apply financial accounting, management accounting and management control knowledge in healthcare organizations. The course will also provide medicine students, earth & life science students and social sciences students who are going to work as clinicians or health care managers relevant financial management tools and instruments to deal with health care organization topics. More specifically, this course pay particular attention on the usefulness of management accounting information, management control systems and financial accounting information to support considered decisions in order to manage economically healthy businesses in the healthcare sector.

### **Onderwijsvorm**

Lectures.

Tutorials (with cases).

E-learning modules.

### **Toetsvorm**

Multidisciplinary case.

### **Literatuur**

Zelman W.N., M.J. McCue, N.D. Glick and M.S. Thomas. Financial Management of Health Care Organizations: An Introduction to Fundamental Tools, Concepts and Applications, 4th edition, John Wiley & Sons.

Syllabus

### **Vereiste voorkennis**

None.

### **Aanbevolen voorkennis**

None.

## **Financial Markets and Institutions**

<b>Vakcode</b>	E_EBE3_FMI ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J. Wrampelmeyer
<b>Examinator</b>	dr. J. Wrampelmeyer
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### **Doel vak**

In the course, you develop a deep understanding of financial markets, bank supervision and central banking (Academic skills, Knowledge). You learn to analyze central bank policies and bank

supervision using the concepts from the literature (Bridging theory and practice).

After the course, you can:

- state stylized facts of the term structure of interest rates;
- describe the structure of the banking sector and banking supervision;
- define the principles of monetary policy;
- classify policies of the major central banks;
- describe approaches to managing systemic risk;
- explain the bank supervision framework;
- interpret central bank policies in terms of objectives.

### **Inhoud vak**

Financial market are playing an important role in a modern economy. This course promises to give students the latest and greatest in how the financial system operates and where its weaknesses lie. It is an important building block for understanding our economy and students can connect micro and macro theories to the concepts developed in this course. The course also provides the necessary background for a future career in a policy environment or financial institution.

### **Onderwijsvorm**

Lectures.  
Tutorials.

### **Toetsvorm**

Written exam – Individual assessment.  
Interim Assignments – Group assessment.

### **Literatuur**

- Mishkin, Matthews and Gulliodori (2013) Economics of Money, Banking and Financial Markets: European edition, 1st European edition, Pearson. ISBN 978-0273731801
- Additional readings will be announced on Blackboard.

### **Vereiste voorkennis**

Finance I or equivalent.

### **Aanbevolen voorkennis**

Finance I, Finance II and Corporate Finance.

### **Overige informatie**

It is not allowed to follow this course if you already earned credits (ECs) for the course Finance, Banking & Insurance from the old curriculum or International Financial Management from the new curriculum.

## **Financial Modelling and Derivatives**

<b>Vakcode</b>	E_IBK3_FMD ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. T.C. Dyakov
<b>Examinator</b>	dr. T.C. Dyakov

<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### Doel vak

In this course you will learn about financial modelling of risk and financial derivatives.

In the financial modelling module, the central concept is the relationship between risk and return on financial assets (Knowledge). The goal of this part of the course is to gain insight into the risk associated with financial portfolios and investments and to be able to calculate/estimate such risk on the basis of historical data.

Furthermore, other goal is to learn how to construct portfolios on the basis of mean-variance optimization and how to benefit from diversification possibilities. Finally, another goal is to learn how to compute expected returns on investments on the basis of the Capital Asset Pricing Model and multifactor models (Quantitative skills).

In the derivatives module, the goal is to gain insight into various financial derivatives such as futures and options, their properties, valuation and risks associated with them (Knowledge). Another goal is to learn how these derivatives can be used to hedge financial risks (Quantitative skills).

Upon accomplishing these goals, you will gain new academic, research and quantitative skills, as well as develop your professional knowledge in the area of financial risk and derivatives. Furthermore, by illustrating the concepts with examples of portfolios, investments and hedging problems provided by financial institutions, we will bridge the gap between theory and practice, enabling you to translate theoretical concepts into practical applications (Link to practice).

### Inhoud vak

Central topics in financial modeling that will be discussed are:

- measures of risk in financial markets: variance and volatility of returns;
- trade-off between risk and return;
- estimation of average return and volatility;
- concepts of covariance and correlation; their estimation;
- risk and return of portfolios;
- diversification;
- universal risk measures: Value-at-Risk and Expected Shortfall;
- concept of efficient portfolio. Markowitz model;
- CAPM;
- risk premium and beta;
- multifactor models of risk.

Central topics in the part on derivatives that will be discussed are:

- types and characteristics of financial derivatives;
- use of derivatives in risk hedging;
- options: determining option price with the help of the binomial tree;
- sensitivities of options (Greeks);
- Black-Scholes model for option pricing and its assumptions;
- delta hedging of options;
- implied volatilities and volatility smiles;

### Onderwijsvorm



Lectures.  
Tutorials.

### Toetsvorm

Written midterm test, written exam and computer assignment.

### Literatuur

J. Berk and P. DeMarzo (2013), Corporate Finance, Pearson, 3rd Global Edition, ISBN 9781783990320, chapters 10-13, 20-22 and 30).

### Aanbevolen voorkennis

Finance I and Quantitative Research Methods I and II.

## Financial Statement Analysis

<b>Vakcode</b>	E_EBE3_FSA ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. E. de With
<b>Examinator</b>	drs. E. de With
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid.

At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUNet is necessary. The course description (including literature) can be found in last year's study guide.

## Foundations and Forms of Entrepreneurship

<b>Vakcode</b>	E_BK3_FFE ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. W. Stam
<b>Examinator</b>	prof. dr. W. Stam
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

Academic skills: Students are able to critically analyze the opportunities and constraints that shape entrepreneurship in different contexts using insights from academic literature, and can provide theoretically sound recommendations for overcoming key management challenges faced by entrepreneurs.

**Research skills:** Students are able to conduct a feasibility study of a new business idea that validates the proposed customer needs and market potential by systematically collecting, analyzing, and reporting relevant data.

**Knowledge:** Students understand the core theories and concepts in the field of entrepreneurship, they are able to analyze, compare, and apply these theories, and are knowledgeable about the different types of entrepreneurship and the process of launching new entrepreneurial ventures.

**Bridging theory and practice:** Students are knowledgeable about the importance of entrepreneurship in the 21st century global economy as well as recent developments in entrepreneurial activity across different contexts, and are able to apply entrepreneurship theories and concepts to identify solutions for management challenges faced by real world entrepreneurs.

**Social skills:** Students are able to work effectively in teams and are able to orally present their own business ideas as well as solutions to assignments that require them to develop a theoretical analysis and practical recommendations regarding entrepreneurship-related management problems.

### **Inhoud vak**

Foundations and Forms of Entrepreneurship is an introductory course for students who like to learn about entrepreneurship, its role and importance in our society, and the process by which entrepreneurs transform new ideas into successful business ventures. Entrepreneurship is commonly associated with the creation of new businesses, but it also captures a distinct mindset that is valuable across a wide range of contexts. In this course, students learn to understand and apply basic theories from economics, sociology, and psychology to study key topics in entrepreneurship. These include the role of entrepreneurship in economic growth; traits, motivations and behaviors of entrepreneurs; the process of identifying, evaluating and exploiting entrepreneurial opportunities; business planning and financing for new ventures; managing growth and founder-CEO succession; social entrepreneurship and corporate entrepreneurship. Theoretical understanding of these subjects is applied to real world cases focusing on key management challenges faced by entrepreneurs, and a team project in which students conduct a feasibility study to validate the customer needs and market potential for a new business idea.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Assignments – Group assessment  
Assignments – Individual assessment  
Written exam – Individual assessment  
Mandatory attendance tutorials and (guest) lectures

### **Literatuur**

Textbook  
Selection of articles and cases

### Vereiste voorkennis

Students must have completed at least 90 EC of their own Bachelor programme.

### Overige informatie

This course is the first course of the FEWEB Minor in Entrepreneurship.

## Foundations of Business Administration

<b>Vakcode</b>	E_MB_FBA ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. V. Duplat
<b>Examinator</b>	dr. V. Duplat
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	100

### Doel vak

Have you ever asked yourself why organizations such as Uber or Airbnb grow so fast? How do newspaper publishers or bookstores take advantage of the digital revolution? Why do some clothing brands opt for the franchise for internationally expanding and others like Zara don't? What makes the success of Tesla cars wider in some countries than in others? Searching for answers to questions like those is the main challenge of managers nowadays. Managers must deal with the sustained pace of changes characterizing current economic, legal and technological environments throughout the world. This requires them to think out of the box and to continuously adapt the design of their organizations. New approaches to business and management constantly emerge. The course 'Foundation of Business Administration' provides insights in traditional and new approaches, while adopting an even-handed appreciation for theory and practice. The students learn to apprehend real-world business situations by applying specific theoretical perspectives or using related analytic tools. To do so, the course familiarizes the students with the three main theoretical perspectives on organizations (Modern, Symbolic-interpretative and Post-modern perspectives) and presents analytical tools and framework rooted in those perspectives. After following the course students:

- Have an advanced understanding of the traditional and emerging theoretical frameworks and concepts developed for studying organizations
- Are able to adopt theoretical frameworks and apply tools and framework to real-world situations and organizations
- Are able to report, expose and defend their analyses and business recommendations, both verbally (report) and orally (presentation and video)
- Are able to work in small teams and efficiently allocate tasks among team members under time pressure

### Inhoud vak

The course is devoted to the study of organizations. During the lectures, three main theoretical perspectives and related sets of

assumptions are introduced. These lectures are organized in five parts: (1) introduction of the three perspectives and their assumptions over time, (2) interdependency between organizations and their environment, (3) organizational social structure and organizational culture, (4) technology and physical structure of organizations, and (5) organizational power, control and conflict. Throughout the lectures, each perspective, concept and analytical tool is presented by referring to real-world and current business situations. Business and managerial articles from Harvard Business Review, McKinsey Quarterly and MIT Sloan Management are associated with each lecture to enrich students' learning and bridge theory with practice. In addition, lectures are combined with a company visit, business case studies and a consulting project. Students are challenged to mobilize the content of the lectures for building their own understanding of choices made by organizations. This course is relevant for students wishing to appreciate challenges that organizations face and how those challenges can be approached and dealt with. The different fields of expertise of the students who attend the course represent a key asset. This diversity is used as a means to strengthen the learning experience!

### Onderwijsvorm

Lectures, tutorials and a company visit. Lectures start with a practice-oriented question, which is addressed by introducing theory. A company visit will offer students an opportunity to understand how firms must quickly adapt their business model and physical structure to the rapidly changing technological environment and worldwide competition. Throughout the tutorials, students will apply the theoretical frameworks and analytical tools introduced in the lectures to real-world organizations and situations. To this end, the tutorials combine two case studies and a consulting project. Via lectures and tutorials, students are encouraged to develop and expose their personal position on choices made by existing organizations. They are also expected to actively contribute to the group's experience and learning.

### Toetsvorm

Three group assignments under the form of a consulting project (oral presentation, video-making, and written reports), one individual assignment (essay), and a final written exam.

### Literatuur

- Required reading: Hatch & Cunliffe, Organization Theory. Modern, symbolic and postmodern perspectives. 3rd edition. Oxford: Oxford University Press, 2012.
- Selection of business and managerial articles that will be posted on Blackboard.

## Foundations of Microeconomics

<b>Vakcode</b>	E_ME_FM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. P.A. Gautier
<b>Examinator</b>	prof. dr. P.A. Gautier
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep

<b>Niveau</b>	100
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### Doel vak

The objective of this course is to provide a historical overview of the development of Microeconomics and to develop the basic theory of demand and supply, market equilibrium, market efficiency and market failure.

Specific learning outcomes upon completion of this curricular item are:

- Understanding of the concept of value within its historical context.
- A basic knowledge of key principles of microeconomics (as listed in the next paragraph).

### Inhoud vak

We start with explaining why economists use models and that economic models differ from models in other sciences. Then, we introduce the basic three concepts of (micro) economics: optimization, equilibrium and empiricism. The rest of the course then discusses:

- Demand, Supply and equilibrium
- Perfect Competitive models
- Trade
- Externalities and public goods
- Regulation and the role of the government
- The labor market
- Monopoly
- Game Theory, Auctions, School matching mechanisms
- Oligopoly and Monopolistic competition
- Time and Risk
- Social Economics

### Onderwijsvorm

Lectures and working groups

### Toetsvorm

Problem sets and written examination

### Literatuur

Acemoglu, Daron, David Laibson and John A. List, 2016, Economics, Harlow, Essex, Pearson Education Ltd. ISBN 13: 978-1-292-07920-2, incl. access code MYECONLAB.

### Vereiste voorkennis

Basic knowledge of math and statistics, as provided in the academic core of any academic program at the VU University Amsterdam or equivalent.

## Foundations of Strategic Management

<b>Vakcode</b>	E_IBK3_FSM ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. B.V. Tjemkes
<b>Examinator</b>	dr. B.V. Tjemkes
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege

**Doel vak**

At the end of the course, students should be able to:

- Critically reflect on foundational texts and central approaches and theories in strategic management and their underlying assumptions, by reading and interpreting texts from leading authorities in strategic management;
- Recognize, understand, construct, and critically assess positions in classical scientific debates in strategic management;
- Develop an own well-substantiated positioning in relation to a particular contemporary strategic management debate based on literature study
- Critically review the work of peers and suggest improvements.

Thus by following this course, students advance essential scholarly knowledge and research skills within the area of strategic management which goes beyond introductory courses such as Organization Theory and (International) Strategy. They also develop a well-informed overview of the general field by reviewing each other's work and by providing recommendations that aim at helping to improve course participants' work. As such students will also develop their social skills. Together, these skills constitute an essential basis for successfully continuing master studies in the area of strategic management and organization.

The course focuses primarily on the following overall learning objectives in line with the IBA/BK bachelor programmes:

- Academic skills in analysis, abstraction, argumentation, and application.
- Knowledge in terms of a comprehensive understanding of the fundamentals with distinctive in-depth knowledge of the strategic management discipline.
- Broadening students horizons by having a good understanding of current events on a global scale.

**Inhoud vak**

The course aims to familiarize students with a number of classical and influential debates in the strategic management literature. This includes examining some of the "founding fathers" of strategy, such as Clausewitz and Sun Tzu, as well as the work of more contemporary management thinkers such as Michael Porter, Henry Mintzberg, Peter Drucker, and Alfred Chandler. Students will read both original texts as well as recent studies applying these perspectives, in order to gain a better understanding how classical debates inform current strategic management research and practice.

In addition to acquiring general knowledge about the scientific field of strategic management, the focus is on critically reviewing the literature. Particular attention will be given to identifying and assessing different and potentially diverging positions in these central debates in the field. Students are thus invited and challenged to develop their own opinion and a genuinely scholarly attitude towards the literature. This approach will build on the dialectical approach, which has for instance been adopted in (international) strategy. This not only contributes to a deeper understanding of central debates in strategic management, but also provides an important basis for a students' further development in this field.

## Onderwijsvorm

Lectures  
Tutorials

## Toetsvorm

Research Paper – Individual assessment  
Essays based on readings – Individual assessment  
Literature review and presentation – Team assessment

## Literatuur

This course is article based.  
Readings will be announced in course manual.

## Aanbevolen voorkennis

BK:  
1.2 Organization Theory; 1.3 Academic Skills; 2.2 Strategy; 2.5  
Corporate Entrepreneurship

IBA:  
1.2 Organization Theory; 1.3 Academic Skills; 2.2 International  
Strategy; 2.4 BRM I - Quantitative

## Geschiedenis van de Islam tot 1800

<b>Vakcode</b>	G_GESISTOT18 (100031)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Godgeleerdheid
<b>Coördinator</b>	ing. H. Quadir MA
<b>Examinator</b>	ing. H. Quadir MA
<b>Docent(en)</b>	ing. H. Quadir MA
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	100

## Doel vak

De student:

- is vertrouwd met de hoofdlijnen van de ontstaansgeschiedenis en de geschiedenis van de islamitische samenlevingen tot aan het begin van de 19de eeuw;
- heeft kennis gemaakt met de geschiedenis van de Koran en van belangrijke stromingen in de studie van de traditie (hadîth), theologie (kalâm) en jurisprudentie (fiqh);
- heeft grondig kennis gemaakt met de belangrijkste bestanddelen van de "Klassieke Islam", in relatie tot hun maatschappelijke en politiek-historische context;
- beschikt over de vereiste voorkennis en de vereiste bibliografische kennis van zaken om zijn/haar studie tot aan de hedendaagse periode uit te breiden en voort te zetten.

## Inhoud vak

In deze module worden de hoofdlijnen van ontstaan en ontwikkeling van de Islam aangereikt als sleutel voor het begrijpen van de religie van de Islam als levende godsdienst van de moslims als gemeenschappen en samenlevingen, ook van islamitische gemeenschappen in minoritaire

posities. Door historische analyse leren de studenten oog te krijgen voor de dynamiek van de ontwikkeling van de geloofsleer, jurisprudentie en ethiek onder uiteenlopende omstandigheden. Ook zal er aandacht zijn voor de voorbeeldfunctie van de levenswijze van de Profeet en diens invloed op het dagelijks leven van individuele moslims en op de inrichting van de staat.

### Onderwijsvorm

Werkcolleges met thuisopdrachten en presentaties. Bestudering van een standaardwerk en aanvullende teksten. Verder wordt een aantal opdrachten ingeleverd en gepresenteerd, hetzij papers, hetzij vragenlijsten.

### Toetsvorm

Vier thuis-opdrachten (10%); presentatie (10%); schrijfopdracht (20%); schriftelijk tentamen (60%).

Aanwezigheids- en participatieplicht (80%).

Tijdige inzending voorafgaand aan het college van de thuisopdrachten volgens bindende afspraken tussen docent en studenten.

Bij de beoordeling van schriftelijk werk leidt een overmaat aan taal- of grammaticale fouten tot aftrek. Onbegrijpelijke teksten worden geretourneerd.

### Literatuur

Verplichte literatuur:

Lapidus, Ira M.: A history of Islamic societies. (3rd ed.) Cambridge University

Press, 2014. ISBN 978-0-521-73297-0 (Chapters 1 t/m 42, pp. 1-476)

Tijdens de colleges zal de docent in zijn inleiding steeds ook aandacht schenken aan het traceren van aanvullende wetenschappelijke literatuur.

### Overige informatie

Aanwezigheid en actieve participatie tijdens de werkcolleges (80%).

## Global Political Economy

<b>Vakcode</b>	S_GPE ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. E.B. van Apeldoorn
<b>Examinator</b>	dr. E.B. van Apeldoorn
<b>Docent(en)</b>	dr. E.B. van Apeldoorn, dr. N.A. de Graaff
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Doel vak

- Acquiring knowledge of and insight into the contemporary global political economy, in particular how the contradictory process of globalization reshapes the relationship between states and markets;
- Introduction to and an understanding of rival concepts and theories within International Political Economy and their application to issues in contemporary global political economy.



### **Inhoud vak**

This course offers students an introduction to the subject of International Political Economy (IPE). Throughout, the course will be guided by the question to which extent, and how, the current process of globalization is changing the relationship between states and markets, between public regulation and the private economy, between state and capital. Traditionally IPE studies the relationship between 'the economic' and 'political' within the interaction of – patterns of co-operation and conflict between – national states. If anything, the global financial and economic crisis of 2008 and beyond has made clear that this state-centric perspective is no longer adequate. At the same time the crisis has also shown that states, although apparently vulnerable in the face of global market forces, are also crucial when it comes to protecting the workings of global capitalism. This shows that indeed the relationship between states and markets is not a one-way street. In other words, politics and policies are shaped by the interests and activities of transnational (market) actors and by economic globalization but the latter is also driven by politics, and shaped (indeed enabled) by the policy choices that states make. It is from this perspective that this course will examine the various approaches within international political economy; the historical evolution of the global political economy; the globalization of production and the role of transnational corporations; the international monetary system and the globalization of finance; the global financial crisis and the eurozone crisis; the political economy of development; the rise of China and other emerging powers, and the political economy of energy and the environment.

### **Toetsvorm**

Written Exam.

### **Literatuur**

Lectures.

### **Aanbevolen voorkennis**

Some introductory-level knowledge of political science and International Relations as well as of basic (macro-)economics is recommended but relevant concepts will also be explained in class.

## **Global Religion and Local Diversity**

<b>Vakcode</b>	S_GRLD ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	prof. dr. J.T. Sunier
<b>Examinator</b>	prof. dr. J.T. Sunier
<b>Docent(en)</b>	prof. dr. J.T. Sunier
<b>Lesmethode(n)</b>	Studiegroep
<b>Niveau</b>	200

**Doel vak**

Students are able to describe and interpret the role of religion under global conditions. They understand the complex interrelationship between religion on a global scale due to the role of modern mass media on the one hand and local diversification of religious practices and phenomena. They see the role of religion in processes of identity construction in various settings and understand central concepts and theories in the study of religion.

**Inhoud vak**

Whether we like it or not, religion has become one of the main political and social issues of our time. Religion has become a major factor in a wide variety of global developments and processes. The place of religion in the contemporary societies cannot be properly understood without taking into account the fact that religions have become globalized. In the first place due to migration processes across the world, religions have traveled too. As a consequence local religious diversity has increased tremendously. Globalization has also brought about homogenization tendencies in all spheres of life. Paradoxically, however, the homogenizing tendencies of globalization at the same time reinforce processes of cultural heterogeneity and diversification. Globalization has also brought about anxieties about the disruption of local cultures and communities and thus triggered a process of 'social closure'. Modern nation states attempt to domesticate global flows, particularly when they are said to jeopardize the national political, social and cultural status quo. Events taking place on the other side of the world exert direct influence, at least bear relevance to the production of religious knowledge and processes of community building. We cannot understand for example experiences of young Muslims in Western cities without taking into account what happens in Afghanistan. Modern mass media have made local religious leaders into world celebrities. The prominence of the Dalai Lama, leader of the Tibetan Buddhists, has turned Buddhism into a world religion. Pentecostal churches are the fastest growing religious movements in the world today. At the beginning of the 21st century religion has become a strong social and cultural force that is crucial to the politics of belonging on a global scale. This course explores a broad range of past and contemporary studies in Western and non-Western societies. It focuses not only on institutionalized religious traditions, but on all modalities and expressions of religiosity.

**Onderwijsvorm**

Lectures and tutorial

**Toetsvorm**

Written examination (70%) and assignments (30%)

**Literatuur**

A compilation of book chapters and articles; most of which will be digitally available.

**Doelgroep**

Obligatory course for students in the minor Frontiers in Multicultural Societies; optional course for 2nd and 3rd year Bachelor's students and students of the Exchange Programme.

**Overige informatie**

Basic knowledge in the social sciences is requested.

# Global Supply Chain Management

<b>Vakcode</b>	E_IBA1_GSCM ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. Y. Ghiami
<b>Examinator</b>	dr. Y. Ghiami
<b>Docent(en)</b>	dr. Y. Ghiami
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	100

## Doel vak

The course of Global Supply Chain Management aims at preparing students in implementing, coordinating and managing Supply Chains in global contexts (Knowledge). Its setup comprises issues relating to the development of supplier relationships, operations improvement, procurement strategies, inventory control, logistics operations, transportation networks, sustainability, as well as contemporary issues affecting these areas.

Moreover, this course allows you to gain an understanding of academic research in the field of global supply chain management and how to apply knowledge this in various settings, both theoretically as well as by using statistical and mathematical models to support decisions (Academic skills; Research skills; Quantitative skills).

You are stimulated to activate your knowledge and practice your skills through various assignments during the tutorials in a team setting (Social Skills).

## Inhoud vak

Global Supply Chain Management (GSCM) is an exciting and focused course for preparing students in implementing, coordinating and managing Supply Chains in global contexts. It will be valuable for students who would like to pursue a career in consulting or take a position in GSCM. Its setup comprises issues relating to the development of supplier relationships, operations improvement, procurement strategies, inventory control, logistics operations, transportation networks as well as contemporary issues affecting these areas. Specifically, the course will:

- Explain and critically apply theories on logistics and supply chain management with a focus on global scales;
- Integrate theories and appraise strategies on managing supply chain operations within the context of global business management;
- Understand the inter-relationship between supply chain management and global contemporary issues (e.g., global sourcing);
- Identify frameworks to manage risks and opportunities for competitive and economically sustainable supply chain management in a global setup.

The course will be both qualitative and quantitative. From a qualitative point of view, cases will be analyzed to derive best strategies and identify optimal policy. Qualitative sessions will inspire students' interactions, discussions and debates. The course of GSCM also consists

of applications of quantitative devices. Decisions undertaken and discussed in the qualitative sessions need robust and objective supports through quantitative methods and models. These objectives are carried out at a course level by a solid review of the theory and the methodological base associated with supply chain management, along with a discussion of advanced topics, trends and directions. At a class level course topics are reviewed through a combination of lecture, discussion, and student project work.

### Onderwijsvorm

Lectures

Tutorials

### Toetsvorm

Written exam – Individual assessment

(Interim) Assignments – Group assessment

Mandatory attendance tutorials

### Literatuur

Required materials will be announced via Blackboard.

### Aanbevolen voorkennis

1.1 Business Mathematics

## Grand Challenges for Sustainability

<b>Vakcode</b>	E_IBA3_GCS ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. G.C. van der Meijden
<b>Examinator</b>	dr. G.C. van der Meijden
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

“Sustainable development is development that seeks to meet the needs and aspirations of the present without compromising the ability to meet those of the future generations” (from the Brundtland report).

The objective of the course is to describe and analyse the Grand Challenge to find policies to realize sustainable development after making the concept operational.

Academic Skills, Knowledge. Students learn why the management of natural resources and maintenance of environmental quality cannot be left to the free market, due to market failures. After taking this course, students are able to describe whether the government can, and, if so, how the government should intervene to obtain sustainable development and how to combat the challenges of climate change, biodiversity loss, and resource depletion. The student will become aware of the limitations and constraints that need to be taken into account in trying to reach the goal of sustainable development.

Research Skills, Quantitative Skills. Students learn to apply the

theoretical and empirical economic methods necessary to study the effects of market failure, the optimal management of (non)renewable natural resources, the potentially adverse effects of resource abundance, the effects of different policy interventions, and the valuation of environmental quality.

**Bridging Theory and Practice, Social Skills.** By playing an interactive in-class game, students will experience how the management of renewable natural resources, such as fisheries, works in practice. By changing the rules of the game, students will find out which conditions are conducive to obtain a sustainable outcome. Furthermore, an in-class emission permits trading game will make the students aware of the functioning of permit markets in practice. Depending on the number of participants in the course, students will also learn to give a presentation about a scientific article dealing with a sustainability-related topic.

### **Inhoud vak**

The course will start with a general introduction by sketching several important sustainability issues, illustrated by empirical evidence. The concept of sustainability will be introduced in several varieties. Attention will be paid to ethical aspects, such as inter- and intragenerational equity (young versus old, poor versus rich). We will also show that sustainability is strongly related to externalities, that may be detrimental to welfare. This is done at several levels of aggregation going from the world's economy through local governments, businesses to individual consumers. The emphasis will be on the conflicting interests of parties: developed versus developing regions, green versus brown consumers, myopic profit maximizers versus stakeholder oriented firms, etc. In view of the complexity of the issues at stake, and given the many facets of sustainable development, a selection is made of problems that are pertinent to sustainable development. Some of the topics that may be dealt with during the course are:

- Economics of climate change, based on insights from climate science and economics.
- Sustainability and development, with attention for urbanization in developing regions.
- Green growth, with a focus on technological change and induced innovation.
- Energy policy, with attention for the Dutch energy agreement and the German 'Energiewende'.
- Management of renewable (e.g., fisheries, forests) and nonrenewable (e.g., fossil fuels) natural resources.
- Transboundary environmental problems, which we will analyze by using elementary game theory to study the strategic interaction between countries.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Written exam – Individual assessment.  
Assignments – Individual or group assessment (depending on number of participating students).  
Mandatory attendance during two tutorial games.

## Literatuur

Readings will be announced via Blackboard

## Aanbevolen voorkennis

Microeconomics

# Health Care Management

<b>Vakcode</b>	E_EBE3_HCM ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. T.L.C.M. Groot
<b>Examinator</b>	prof. dr. T.L.C.M. Groot
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

## Doel vak

This course introduces organizational theories that are relevant to health care organizations. Students will practice in applying these theories to real-life problems in health organizations. Both approaches contribute to enabling students to:

- gain understanding of different management practices (Knowledge; Bridging theory and practice);
- analyse the influence of management practices on motivation of individuals (Research skills);
- understand and solve situations of conflict within health care organizations (Academic skills; Knowledge; Bridging theory and practice);
- develop strategies for health organizations (Research skills; Bridging theory and practice);
- have theoretical and practical insight into leadership and leadership styles (Knowledge; Bridging theory and practice);
- communicate effectively (Social skills);
- manage and coordinate teams of health care professionals (Knowledge; Social skills).

## Inhoud vak

Health organizations are fast changing entities, partly driven by new technological developments and by social complexity. This course helps students how to effectively contribute to the performance in health care institutions. This requires a good understanding of the macro-elements of organizational behavior, such as management abilities and strategic orientation. The following subjects will be addressed: motivation, management of professionals, leadership and leadership styles, and communication. In this course, relevant management theories will be discussed and applied to the health care sector. Students will practice in work groups on the assignment to prepare a policy paper.

## Onderwijsvorm

Lectures.  
Tutorials.

**Toetsvorm**

Written exam – Individual assessment.

Assignment – Performance as project manager.

**Literatuur**

Textbook to be announced.

Additional reading (will be published on Blackboard).

**Vereiste voorkennis**

None.

**Aanbevolen voorkennis**

None.

**Health Economics**

<b>Vakcode</b>	E_EBE3_HEC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. M. Lindeboom
<b>Examinator</b>	prof. dr. M. Lindeboom
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

**Doel vak**

In this course students learn to:

- make economic analyses of health care policies (Knowledge; Research skills);
- analyse health care policy objectives (Research skills);
- measure the extent in which health care policy objectives have been reached (Research skills);
- formulate economic requirements for effective health care systems (Academic skills);
- identify causes of cost increase in health care (Academic skills);
- perform longitudinal analyses of cost developments in health care (Research skills);
- design measures for effective cost containment (Academic skills).

**Inhoud vak**

The central theme of this course is the economic optimization of health care systems. This course provides students the necessary economic knowledge to analyse health care policy and to analyse the economic effects of health care policy measures. The following topics will be addressed:

- health care system's main objectives;
- methods to evaluate the economic performance of health care;
- the analysis of the influence of market coordination;
- the causes of growth in health care expenditures;
- diversification of health care processes and ways to control this variation;
- cost control in health care.

**Onderwijsvorm**

Lectures.  
Tutorials.

**Toetsvorm**

Written exam - individual assessment.  
Assignment (policy report).

**Literatuur**

Selection of chapters from Bhattacharya, J., T. Hyde and T. Tu (2014):  
Health Economics, Palgrave McMillan.  
Papers, to be published on Blackboard.

**Vereiste voorkennis**

None.

**Aanbevolen voorkennis**

None.

**Heuristic Optimization Methods**

<b>Vakcode</b>	E_EOR3_HOM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. J.A. Gromicho Dos Santos
<b>Examinator</b>	prof. dr. J.A. Gromicho Dos Santos
<b>Docent(en)</b>	prof. dr. J.A. Gromicho Dos Santos
<b>Lesmethode(n)</b>	Hoorcollege, Instructiecollege
<b>Niveau</b>	300

**Doel vak**

The learning outcomes of the course on Heuristic Optimization Methods are the following:

Academic skills:

In this course the students learn to distinguish problems that require heuristics to be efficiently solved from those that can be solved optimally. They also learn how to select and design heuristics for given problems.

Quantitative methods:

The students learn how to distinguish heuristics in terms of efficiency, solution quality and other quantitative aspects.

Professional skills:

The students will become able to solve challenging practical problems, which are within the realm of professionals only.

Social skills:

In this course the students work in teams. They learn how to combine different skills, backgrounds and interests to solve challenging and complex problems.

Link to practice:

The lecturers have a sound practical record, complementing their extensive academic achievements. A representative choice of illustrative problem domains from practice is therefore guaranteed, as well as a good



understanding on how to bridge the gap between theory and practice. Furthermore, the heuristics taught are among the best used in practice.

### **Inhoud vak**

Heuristics form an indispensable tool for everyone working in operations management.

Problems arising from practice are often too hard to solve exactly and heuristics are relatively simple methods that may provide feasible solutions of good quality.

The course covers two areas: the first is about heuristics to solve general problems and the second is focused on the application of heuristics to vehicle routing problems. The field of routing is so rich that virtually all published heuristic ideas have been applied to it.

The course is further divided into three parts, each of which first covers general problems and then focuses on routing.

These three parts are:

- Classical heuristics to construct a feasible solution
- Improvement heuristics based on structured local search
- Heuristics aiming at escaping local optima

Regardless of the part being addressed attention is paid to:

- Meta-heuristics, i.e., general ideas applicable to a large variety of domains
- Complexity analysis
- Whether a performance guarantee can be given and how to prove it
- Ways to benchmark and empirically assess quality

### **Onderwijsvorm**

Lectures

Tutorials

### **Toetsvorm**

Written exam – Individual assessment

(Interim) Assignment(s) – Group assessment

### **Literatuur**

Potential literature (to be decided):

Selection of chapters from these books:

- Michalewicz, Z. and Fogel, D.B. (2004). How to solve it: modern heuristics. Springer
- Talbi, El-Ghazali (2009). Metaheuristics: From Design to Implementation. Wiley
- Toth, P. and Vigo, D. (2002). The Vehicle Routing Problem, 1st edition. SIAM.
- Toth, P. and Vigo, D. (2014). Vehicle Routing: Problems, Methods and Applications, 2nd edition. SIAM.

Additional readings will be announced on blackboard.

### **Doelgroep**

Both BA/IE students with an interest in optimization and OR/AM students with an interest in computer implementations can participate, since they will work together in teams combining knowledge and skills.

## **Human Capital Across the Life Cycle**

<b>Vakcode</b>	E_EBE3_HCALC ()
<b>Periode</b>	Periode 5

<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. M. Lindeboom
<b>Examinator</b>	prof. dr. M. Lindeboom
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

After following this course, the student is able to understand the concept of Human Capital, its origins early in life, how it is influenced by individual decision making concerning education and health and how it relates to productivity, growth and health care consumption and the distribution of health.

This course is an introduction to the economics of human capital with an emphasis on applied microeconomic theory and empirical analysis.

After successfully completing this course, students will be able to:

- demonstrate an understanding of the theories of investment in schooling and training, the production of health and theories on discrimination in the labor market (Knowledge).
- demonstrate knowledge of the interplay between health, education, work and income across the life cycle (Knowledge);
- apply modern economic theories in the field of education and health to practical policy problems (Bridging Theory and Practice);
- demonstrate an understanding of how technological change, globalization and institutional forces shape labor market performance (Knowledge, Quantitative skills);
- make well founded decisions about the appropriate methods to assess the returns to education and assess discrimination (Quantitative skills);
- make well founded decisions about the appropriate methods to assess the effect of health on labor market outcome and vice versa (Quantitative skills);
- discuss critically existing empirical evidence (Research skills);
- perform own empirical analysis by means of a replication exercise (Academic skills, Broadening your horizon).

### Inhoud vak

Human capital can be viewed as capital derived from investments in education and health. Both factors determine the returns on the labor market (work outcomes, income and wealth) and in general individual well-being. The joint distribution of education, work, income and health evolves across the life cycles of individuals as they grow from childhood, where they make educational choices, to adolescence and when they enter the labor market till prime ages and later when they enter the phase from working age into retirement. In the final stage the larger part of health care is consumed.

The course starts with an overview of some stylized facts concerning the returns to education, labour and health. Next, we introduce the most important microeconomic models of investment behavior in the field of education, labor (search) and health. Throughout the course, theories are confronted with empirical papers that test these theories and their consequences for public policy in the area of education, income, health

and work. Finally, we address the issue of how to appropriately test for discrimination and evaluate the effectiveness of public and social policies in the field of education, income, health and work.

### Onderwijsvorm

Lectures.  
Tutorials.

### Toetsvorm

Written (closed book) exam – Individual assessment.  
Presentation of papers in groups of 2.  
Paper in groups of 2.

### Literatuur

Chapter 12 from Barr, The Economics of the Welfare State, Oxford University Press, Edition 4 (or higher).  
Chapters 4, 8, 10 & 11 uit "Cahuc P., Carcillo S. and A. Zylberberg. 2014. Labor Economics (2nd edition). MIT press".  
Selected papers, to be distributed via Blackboard.

### Vereiste voorkennis

Microeconomics I.

### Aanbevolen voorkennis

Microeconomics II.

## Human Resource Management Practices: A Global Perspective

<b>Vakcode</b>	E_IBA2_HRMP ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. S.E. Beijer
<b>Examinator</b>	dr. S.E. Beijer
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### Doel vak

Academic skills: Students will learn to analyze and understand problems from different perspectives. Also, attention is given to applying acquired theoretical knowledge to real-life organizational contexts.  
Research skills: Students will learn to perform an in-depth analysis of a business context by analyzing data and relating the findings to theory. The focus is here on analyzing HR practices and their alignment with the context (e.g. organizational context, national context, culture, institutions) and herewith insight is gained in how to recognize and identify contextual contingencies.  
Knowledge: Thorough knowledge is gained on the key HR practices that are fundamental to the HRM discipline. Additionally, students are able to describe the core theories and models that are used to explain the effects of these practices and systems of practices on individual and organizational outcomes. Also, students are able to describe theoretical models regarding the relationships between contextual factors and HR practices. This type of advanced knowledge builds on insights that

students have gained in the HRM & OB introduction course.

**Bridging theory and practice:** Students will examine HR phenomena in practice and will relate these observations to the course literature. By studying an organizational context, students learn to apply theoretical knowledge to practice. Students will visit an organization and will perform an interview. Gaining insight in HRM in practice will enable students to create a bridge between science and practice.

**Social skills:** Students work in groups and should be able to successfully interact with their team members. Additionally, by going into a business and by performing an interview, students learn to interact with the business world and present themselves appropriately.

**Broadening your horizon:** Students are able to describe current trends and challenges in organizational contexts. In addition, students can identify national and international societal issues that impact HR practices.

### **Inhoud vak**

The courses in this semester center around the international context of the business environment. Period 4 specifically introduces you to the environment of developed economies and what this means for different disciplines, in this case HRM. The course will provide you with in-depth knowledge on the key HR practices that are used in contemporary organizations. Also, you will learn to examine these practices in their wider context. Attention is not only paid to how practices fit the organizational context, but special attention is paid to examining practices based on a global perspective by studying how practices differ across national contexts. The core practices examined include training and development, performance management, participation and communication, recruitment and selection, and compensation. Core models on how these HR practices relate to individual and organizational outcomes are discussed. In addition to learning about the various individual practices, you will gain insight in the interplay between practices to understand how bundles and systems of practices can be strategically used to enhance organizational goals. Current world wide trends and challenges, such as the war for talent, will be discussed and specific HR practices related to these challenges are examined. Factors in the national and international context are studied and used to explain the use and effectiveness of certain HR practices.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Written exam – Individual assessment  
Assignment – Group assessment  
Mandatory attendance tutorials

### **Literatuur**

Book: To be announced

Additional (required) materials to be announced via Blackboard

### **Aanbevolen voorkennis**

2.1 HRM & OB

## **Human Rights and Migration: Citizenship**

<b>Vakcode</b>	R_HumRC (200995)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Rechtsgeleerdheid
<b>Coördinator</b>	mr. drs. M.C. Stronks
<b>Examinator</b>	mr. drs. M.C. Stronks
<b>Docent(en)</b>	mr. drs. M.C. Stronks, T.K. Last, dr. T.E. Baird, dr. P. Cuttitta
<b>Lesmethode(n)</b>	Leergroep
<b>Niveau</b>	300

### **Doel vak**

The purpose of this course is that you after taking this course will be able to:

- Analyse and evaluate the multi-faceted and changing character of citizenship and nationality;
- Recognise and explain the variety of rights that are connected to (European) citizenship and/or national membership;
- Critically engage with the concept of 'integration' and analyze the assimilationist shift of mandatory integration measures;
- Scrutinize the temporal dimension of citizenship and the assumed relation between the migrant, the citizen and time;
- Write a well-structured answer to an essay question.

### **Inhoud vak**

What is a citizen? Which rights do migrants have? And how do these rights develop over time? These are seemingly simple questions, but sometimes while migrants enjoy all kinds of civil rights, some citizens feel treated as aliens. In this course we investigate which rights can be invoked by nationals and by migrants. We will address the different understandings of citizenship and nationality, the concept of and the rights attached to European citizenship, the difference that having or not having national membership makes, the possibility of being joined by family members from abroad, the concept of 'integration' and the relation all these different aspects of citizenship have with time.

These issues will be addressed in weekly lectures and assignments.

### **Onderwijsvorm**

Weekly lectures, obligatory weekly assignments.

### **Toetsvorm**

Written exam. Re-examination might be an oral exam, depending on the number of participants. Submission of weekly assignments is required for taking the exam.

### **Literatuur**

Will be announced on Blackboard.

### **Doelgroep**

Apart from law students from the VU, the course is also available for:

Students from other universities/faculties

Exchange students

Contractor (students who pay for one course)

## Human Rights and Migration: Current Issues

<b>Vakcode</b>	R_HumRCI (200994)
<b>Periode</b>	Periode 3
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Rechtsgeleerdheid
<b>Coördinator</b>	T.K. Last
<b>Examinator</b>	T.K. Last
<b>Docent(en)</b>	prof. mr. T.P. Spijkerboer
<b>Lesmethode(n)</b>	Leergroep, Hoorcollege
<b>Niveau</b>	300

### Doel vak

Course objectives are:

- To formulate an original research question
- To write a research paper
- To practice peer review
- To relate what is in the news to migration law scholarship
- To develop and express independent and objective opinions on current issues

### Inhoud vak

This course invites students to engage critically with a current topic in international and European migration law. Topic areas that have featured in the news in recent months will be recommended, but students must develop their own research question. Previous current issue topic areas include: family reunion, non-refoulement, immigration detention, trafficking, smuggling.

### Onderwijsvorm

One lecture on how to relate what is in the news to existing migration law scholarship and how to formulate a research question and write a research paper. An introduction to the current issue topic areas on Blackboard will also be provided during this lecture. Students will also attend one working group session to present their research proposals and peer review others' research proposals. Supervisors will offer office hours to guide students through the writing process if necessary.

### Toetsvorm

Written research proposal, presentation of that research proposal, and a final research paper. Students will work in pairs.

### Literatuur

Preliminary reading lists will be announced on Blackboard for a range of current topics.

### Doelgroep

Apart from regular students, the course is also available for:  
Students from other universities/faculties  
Exchange students  
Contractor (students who pay for one course)

## Human Rights and Migration: The Border

<b>Vakcode</b>	R_HumRB (200996)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Rechtsgeleerdheid
<b>Coördinator</b>	mr. dr. E.R. Brouwer
<b>Examinator</b>	mr. dr. E.R. Brouwer
<b>Docent(en)</b>	mr. dr. E.R. Brouwer
<b>Lesmethode(n)</b>	Leergroep
<b>Niveau</b>	300

### **Doel vak**

The course aims at increasing your knowledge of the law concerning borders and your understanding of the changing meanings of borders. You will in particular broaden your knowledge of the different categories of migrants created by law and, as a consequence of this differentiation, the differences as regards the right to cross borders and the sanctioning of illegal border crossing. The course will enable you to understand the relationship between national, European and international law and to assess (the consequences of) possible conflicts among these fields of law. During the course you will enhance your ability of critical reflection on legislation and case-law on borders and on how borders work in practice. Furthermore, you will learn to cooperate with other students and to plan and develop in a particular time frame a written assignment.

### **Inhoud vak**

Borders and border control may work out in practice in ways not manifest from studying law and unforeseen by the law. In the course Human Rights and the Borders, you will learn to connect your knowledge of the law on borders to societal reality. You will also attend an excursion to an organization or institute, to learn how borders work in practice. This excursion will be preceded by a working group. Aside from general topics including the law on asylum, internal and external border controls, we will address current issues such as the safety of boat migrants and the use of technologies at the borders. The precise content of the course will be announced on blackboard.

### **Onderwijsvorm**

The course contains of 7 lectures, each lecture is given twice a week. Furthermore, during the course an excursion will take place, enabling students to learn how borders work in practice. Working groups will precede this excursion.

### **Toetsvorm**

The course will be concluded with a written exam counting for 75% of the final mark.

Secondly, students are required to give together with one or two other students an oral presentation in which they develop on a subject related to the excursion they attended. The grade for this oral presentation counts for 25% of the final mark of Human Rights and Migration: Borders.

### **Literatuur**

Will be announced on blackboard.

**Vereiste voorkennis**

Students Bachelor's degree programme Law (Rechtsgeleerdheid): only open for students who have passed all the courses of the first bachelor year.

**Identity and Diversity in Organizations**

<b>Vakcode</b>	S_IDO ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. Y. Saramifar
<b>Examinator</b>	dr. Y. Saramifar
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

**Doel vak**

The aim is to develop insight in identity and diversity related processes of in/equality and in- and exclusion in organizational life.

The goal is to provide students with the analytical instruments to analyze and assess 'what is going on' in organizational settings in which identity and diversity, as reflections of societal developments, prevent or enable people from full participation.

**Inhoud vak**

This course is part of the minor Organizational Culture and the minor Frontiers of Multicultural Societies. Within these minors, this course explores the interplay between identity and diversity within organizations. Identity and diversity are ever more salient themes within organizations. Various approaches of identity in organizations provide different perspectives on how diverse identities relate to each other within organizational settings. Some focus on the processes of sense making, others focus on the notion of power in relation to identity in order to understand processes of in- and exclusion within organizations. Ethnicity, gender, physical condition, and age are explicit categories that could become sources of exclusion. Background, class, and education play a role in a more implicit sense. There are various reasons for organizations to become inclusive of diversity. It is commonly believed that if diversity is managed well, it could increase creativity by broadening the scope of organizations. Yet, organizations are also open arenas in which societal and global discourses of otherness and exclusion are reproduced and practiced. These processes of in- and exclusion are sometimes explicit but mostly implicit and hard to trace because they are embedded within organizational culture and taken for granted in social practice. In this course, an overview of theoretical perspectives related to identity and diversity issues will be provided, with specific attention to concepts such as power and discourse. These theoretical perspectives are used to engage with several societal discussions such as affirmative action and the introduction of quotas. Students will be challenged to reflect upon their own positioning in relation to these theories by preparing case studies in subgroups.



**Onderwijsvorm**

Lectures, guest lectures, and group presentations.

**Toetsvorm**

30% of the grade for the course is based on group assignments: a group presentation and a group essay. A written exam count for the remaining 70% of the grade.

**Literatuur**

Journal articles and book chapters. Students do not need to purchase a text book.

**Doelgroep**

Students of the Minor Organizational Culture, students of the Minor Frontiers of Multicultural Societies and exchange students.

## Inclusive Growth and Sustainability

<b>Vakcode</b>	E_EBE3_IGS ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. M.W. Hofkes
<b>Examinator</b>	prof. dr. M.W. Hofkes
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

**Doel vak**

This course aims at providing a solid understanding of economic growth and its links to sustainability and changes in well-being.

Specific learning outcomes upon completion of this curricular item are:

Knowledge:

- gaining a deep understanding of economic growth theory;
- gaining insight into drivers of growth, both theoretically as well as empirically;
- gaining insight into the relationship between growth, sustainability and changes in well-being;
- insight into the long-term balancing of growth in income, environmental sustainability and changes in other aspects of society ;
- understanding of directed technical change.

Bridging Theory and Practice:

- being able to describe and interpret patterns of growth.

Broadening your horizon:

- being able to judge the prospects of the concept of green growth;
- being able to judge the prospects of the concept of inclusive growth.

**Inhoud vak**

Growth in knowledge has been the main driver of increases in income over the past 300 years, but has also changed the organization of society and has put pressure on natural resources. Major questions are why countries grow, why growth rates differ between countries and over time and how

economic growth can be reconciled with societal well-being and environmental sustainability. These questions will be analysed by studying the main existing theoretical models as well as by relating empirical data to theory.

The course starts with an overview of key stylized facts relating to growth, sustainability and well-being. Next, the main theoretical models will be introduced, including the Solow model, endogenous growth models and more recent sectoral models of knowledge and innovation. There will be a special focus on the interrelationship between income growth, environmental sustainability and social well-being. Growth models will be studied that incorporate natural capital, providing insights into the possibilities of long-term balancing of economic growth and environmental sustainability.

Finally the importance of directed technological change and the implications for policy will be addressed.

Throughout the course theoretical models will be confronted with empirical data.

### **Onderwijsvorm**

Lectures.  
Tutorials.

### **Toetsvorm**

Weekly assignments,  
Written exam

### **Literatuur**

To be announced.

### **Vereiste voorkennis**

Quantitative Research Methods I.

### **Aanbevolen voorkennis**

Quantitative Research Methods II, Macroeconomics II and Microeconomics II.

## **Industrial Organization**

<b>Vakcode</b>	E_EBE3_IO ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. E.I. Motchenkova
<b>Examinator</b>	dr. E.I. Motchenkova
<b>Docent(en)</b>	dr. S. Hochguertel
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### **Doel vak**

Upon completion of the course you:

1. have knowledge of main models and tools used in industrial

- organization for analysis of firm behavior (Knowledge);
2. understand the notion of market failure, the role of regulation and the role of antitrust (Knowledge);
  3. can name and explain the determinants of the actions taken by firms and are able to explain the relationships between firms' actions and market outcomes (Knowledge);
  4. are able to determine optimal firm and regulator behavior conditional on the type of market structure and nature of competition in the market and draw policy conclusions (Knowledge);
  5. are able to apply mathematics, game theory, and micro-economic tools to analyze such market phenomena as collusion, abuse of dominance, entry and exit decisions, and regulation of natural monopoly (Academic Skills);
  6. can discuss real-world experiences of abuse of dominant position, cartel agreements and predatory conduct (Bridging Theory and Practice);
  7. are able to analyze real markets, identify the situations where competitive forces are weak, and discuss public policy measures intended to deal with diagnosed problems (Academic Skills; Research Skills).

### **Inhoud vak**

Many markets of interest are dominated by a few firms. Microsoft, Google, Apple, Intel, Airbus and Vodafone are examples of firms with significant market dominance. These firms not only choose their prices, but also the quality and the design of their products. They buy other firms and perhaps engage in illegal practices such as collusion and abuse of dominance. These choices have far-reaching effects on the markets in which they operate as well as throughout the economy. This course presents an approach –based on strategic decision making– for understanding the functioning of such markets. This course is designed to give students an overview of the theory of Industrial Organization, to provide students with insights in the organization of markets, and to give an overview of the main models and tools used for analysis of imperfectly competitive markets. In addition, this course studies public policy aimed at industries where the competitive forces fail to deliver efficient outcomes. In particular, the course focuses on sources of market failure such as economies of scale, barriers to entry, collusion, and abuse of dominant position. After introducing the basic notions of market failure and market structure the course concentrates on public policies to alleviate possible negative effects on consumer welfare. The course covers key antitrust issues such as abuse of dominance, collusion, entry deterrence and predation as well as regulation of natural monopoly. Some empirical applications will also be discussed.

### **Onderwijsvorm**

Lectures.  
Tutorials.  
Seminars.

### **Toetsvorm**

Assignments and presentations - group assessment.  
Written exam - individual assessment.

### **Literatuur**

Church, J. and Ware, R. (2000), "Industrial Organization: A Strategic Approach," McGraw Hill (see [https://works.bepress.com/jeffrey\\_church/23/](https://works.bepress.com/jeffrey_church/23/)).

Additional articles (to be specified).

## Vereiste voorkennis

Microeconomics I.

## Information Systems in E-Business and Online Commerce

<b>Vakcode</b>	E_IBA3_ISEOC ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. B.J. van den Hooff
<b>Examinator</b>	prof. dr. B.J. van den Hooff
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

Knowledge:

- Obtain in-depth insight into the important trends in Information and Communication Technologies (ICT) and how these trends impact organizations' E-business activities;
- Understand the role and value of ICT in the digital transformation of organizations;
- Understand how e-business relates to various degrees of digitalization by 1) optimizing industrial production logic, 2) integrating market feedback in service delivery processes and 3) facilitating supplier, crowd or peer production networks;
- Have knowledge of relevant theories about the various aspects of ICT in relation to organizations' E-business activities;

Bridging Theory & Practice

- Be able to apply their understanding, insight and knowledge about ICT in relation to E-business to a practical case and the development of an E-business solution.

### Inhoud vak

Recent technological developments in ICT are creating new possibilities for the interactions between organizations and various parties in their environment – business partners, customers, and others. At the same time, the use of these technologies also creates unprecedented amounts of data that organizations need to make sense of. In this course, we focus on these technologies, how they affect organizations' E-business and online commerce activities, and the demands this puts on the Information Systems (IS) used in the organization. This course does so by covering the following themes:

- Relevant developments in hardware, software and networking;
- The interaction between technology and organization;
- Enterprise Architecture and Enterprise Systems;
- How changing ICT architectures and developments in the area of big data, cloud computing, the Internet of Things, social media and mobile technologies affect organizations' E-business activities
- The changing nature of markets and supply chains related to these technological developments

We relate these themes to concrete issues related to managing ICTs for E-business. Examples of such issues are:

- How to optimally support both back- and front-office E-business processes with ICT;
- How to derive meaningful intelligence from the big data generated by interactions and transactions through applications in the area of business Intelligence and algorithmic decision making;
- How the increasing flexibility of IS (as a consequence of moving to the cloud, modular ICT architectures and the increasing use of mobile devices) influences the way these technologies meet the requirements of these processes;
- How to manage the security of data, processes and systems in light of these developments.

We will not only be discussing these themes and issues in lectures, but you will also apply your knowledge about them in the analysis of a practical case and the development of an E-business solution in relation to that case.

### Onderwijsvorm

Lectures  
Case tutorials

### Toetsvorm

written exam - Individual assessment  
case assignment - group assessment

### Literatuur

Papers that will be made available via Blackboard

## Inleiding editiewetenschap 1

<b>Vakcode</b>	L_AABAALG060 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. P.H. Moser
<b>Examinator</b>	dr. P.H. Moser
<b>Docent(en)</b>	dr. P.H. Moser
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	200

### Doel vak

Deze cursus biedt inzicht in actuele ontwikkelingen in de editiewetenschap, het boekenbedrijf en leesgedrag. In het eerste deel krijg je antwoord op de volgende vragen: Welke invloed hebben nieuwe media op de productie, distributie en receptie van het boek? Wat verandert er in de uitgeverspraktijk met Printing on Demand en self-publishing? Als artikelen en boeken via Open Access toegankelijk worden, wie betaalt dan de rekening? Welke nieuwe mogelijkheden bieden digitale edities voor wetenschappers en voor het brede publiek, en welke eisen stellen ze aan makers en gebruikers? Zijn digitale ontwikkelingen een bedreiging of een kans voor boekhandels en bibliotheken? Gaan mensen anders lezen als ze een e-book gebruiken? Je leert de verschillende argumenten te wegen. Aan het eind van de cursus ben je in staat om weloverwogen deel te nemen aan het debat over de impact van digitalisering op boekenbedrijf en leesgedrag. Deze cursus vormt een

theoretische voorbereiding op Inleiding Editiewetenschap 2, waar je zelf een editie zult maken.

### **Inhoud vak**

In Editiewetenschap 1 komen drie onderdelen aan bod: productie, distributie en consumptie van het boek. Voor ieder onderdeel wordt één week besteed aan het papieren boek, en één week aan het digitale boek. Op basis van wetenschappelijke achtergrondliteratuur (overwegend in het Engels), discussies in de media en praktijkvoorbeelden (bijv. bestaande edities) krijgen studenten inzicht in de problematiek en leren zij een eigen visie hierop te formuleren. Er is aandacht voor zowel de wetenschappelijke als de maatschappelijk-culturele aspecten van het vakgebied en de beroepspraktijk. In de tweede periode maken studenten zelf een editie van een literaire tekst, voortbouwend op de kennis die in periode 1 is opgedaan en de visie die zij daar ontwikkeld hebben.

### **Onderwijsvorm**

Werkcolleges (1 x 3 uur per week)

### **Toetsvorm**

De toetsing bestaat uit de volgende onderdelen: wekelijkse opdrachten (20%), take-home tentamen (40%), deelname aan slotdebat (40%).

### **Literatuur**

Het onderstaande is een voorlopige indicatie van het studiemateriaal. De definitieve literatuurlijst wordt minimaal twee weken voor de cursus via Blackboard bekend gemaakt. Het studiemateriaal omvat onder meer (delen van):

Adriaan van der Weel, 'The communications circuit revisited'. In: Jaarboek voor Nederlandse Boekgeschiedenis 8 (2001), pp. 13-25; Lydia Vroegindewey, Handboek Redactie. Het organiseren van publicaties (Sdu Uitgevers 2005/2007); Robert Darnton, The Case for Books: Past, Present and Future (PublicAffairs 2009); The Unbound Book conference videos (2011): <http://e-boekenstad.nl/unbound/>; Adriaan van der Weel, Changing our textual minds. Towards a digital order of knowledge (Manchester University Press 2011); The Book: A Global History (ed. Michael F. Suarez, S.J. & H.R. Woudhuysen (Oxford University Press 2013) (hieruit: Brian Cummings, 'The Book as Symbol', Alexis Weldon, 'The Economics of Print', Paul Hoftijzer, 'The History of the Book in the Low Countries' en Eileen Gardiner and Ronald G. Musto, 'The Electronic Book'); Naomi Baron, 'Reading in print versus onscreen: better, worse, or about the same?', in: Tannen, D., Trester, A.M. (Eds.), Discourse 2.0: Language and New Media. Georgetown University Press 2013; Leopoldina Fortunati and Jane Vincent, 'Sociological insights on the comparison of writing/reading on paper with writing/reading digitally', in Telematics and Informatics 31 (2014), 39-51; dossier 'Reading in the Digital Age', in PMLA 128 (2014) 1; Jeffrey Snapp and Matthew Battles, The Library Beyond the Book (Harvard University Press 2014) (<http://jeffreyschnapp.com/the-library-beyond-the-book/>); Marita Mathijssen, 'De openbaring: verschuivingen in de editiewetenschap door veranderingen in de publiceerwijzen', in Publiceren, wat is dat? Een antwoord in dertien opstellen (Amsterdam 2005); Annemarie Kets-Vree, Oude bronnen, nieuwe vragen: ontwikkelingen in de editiewetenschap (Amsterdam 2008); Marita Mathijssen, Naar de letter. Handboek editiewetenschap (Den Haag 2010); Peter L. Shillingsburg, From Gutenberg to Google. Electronic Representations of Literary Texts. Cambridge 2006; R. Modiano, L.F. Searle, P. Shillingsburg, Voice, text, hypertext. Emerging practices in textual studies (Seattle 2004); relevante kamerstukken (bijv. over leesbevordering, de vaste boekenprijs, de modernisering van het

bibliotheekwezen), blogs, nieuwsberichten en websites (bijv. <http://alfalab.ehumanities.nl/textlab>).

### Vereiste voorkennis

Geen

### Doelgroep

Verplichte module voor studenten van de minor Aan de slag met literatuur; keuzemodule voor andere geïnteresseerde studenten.

### Overige informatie

Je mag één college missen. Wie twee colleges mist, moet een vervangende opdracht maken. Wie meer dan twee keer in deze periode afwezig is, kan de cursus niet afronden. Als je een college niet kunt bijwonen, laat dat dan van tevoren weten aan de docent.

## Inleiding editiewetenschap 2

<b>Vakcode</b>	L_AABAALG062 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. A. van Strien
<b>Examinator</b>	dr. A. van Strien
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	300

### Doel vak

Voortbouwend op het theoretisch fundament dat in het eerste college Editiewetenschap in periode 1 is gelegd, worden in dit college vooral de praktische vaardigheden van de deelnemers ontwikkeld, zowel op het gebied van teksteditie in engere zin als op dat van de commentaar, in uitgaven voor verschillende doelgroepen.

### Inhoud vak

Dit college bouwt voort op het eerste college Inleiding Editiewetenschap in periode 1. In deze periode maken studenten zelf een editie van een literaire tekst, voortbouwend op de kennis die in periode 1 is opgedaan en de visie die zij daar ontwikkeld hebben. Nadere informatie hierover wordt in periode 1 bekend gemaakt

### Onderwijsvorm

Werkcolleges (1 x 3 uur per week)

### Toetsvorm

Werkstuk. De precieze eisen worden toegelicht in de studiehandleiding.

### Literatuur

Nader op te geven. Zie ook de literatuurlijst bij het eerste college Editiewetenschap, in periode 1.

### Vereiste voorkennis

De stof van het eerste college Inleiding Editiewetenschap in periode 1.

## Doelgroep

Verplichte module voor studenten van de minor Aan de slag met literatuur; keuzemodule voor andere geïnteresseerde studenten

## Overige informatie

Wie een of twee keer afwezig is (per periode), moet voor elk gemist college een vervangende opdracht maken. Wie meer dan twee keer per periode afwezig is, kan de cursus niet afronden.

## Inleiding in de Koran en Soenna

<b>Vakcode</b>	G_INLKOSO ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Godgeleerdheid
<b>Coördinator</b>	dr. Y. Ellethy
<b>Examinator</b>	dr. Y. Ellethy
<b>Docent(en)</b>	dr. Y. Ellethy
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	100

## Doel vak

De student kent op hoofdlijnen de ontstaansgeschiedenis, de indeling en de thematiek van de Koran en de Hadith. Dat wil zeggen dat de student:

- beknopt uitleg kan geven over visies op de geschiedenis van de Goddelijke openbaring in het algemeen en de openbaring van de Koran aan de profeet Mohammed in het bijzonder;
- de ontstaansgeschiedenis, de verzameling en de verspreiding van de Koranische tekst in hoofdlijnen kent;
- de westerse discussies en kritiek i.v.m de historische ontwikkeling van de tekst van de Koran kent en hierop kan reageren op een wetenschappelijke manier;
- de algemene kenmerken, inhoud, stijl en historische context van de Koran in hoofdlijnen kent;
- fundamentele kennis omtrent de terminologie van de Koranwetenschappen (en basiskennis van de Soenna en Hadith terminologie) heeft;
- de geschiedenis en de ontwikkeling van de Koran- en Hadithwetenschappen en de betreffende klassieke en moderne literatuur in grote lijnen kent;
- een werkstuk van enkele pagina's kan schrijven over de positie van de Koran en de Soenna binnen de Islam.

## Inhoud vak

In deze cursus (met meer focus op de Koranwetenschappen) worden gezaghebbende visies op de geschiedenis van de openbaring, de verzameling en de ontstaansgeschiedenis van de Korantekst, de betreffende kritiek, en de belangrijkste kernpunten en terminologie binnen de Koranwetenschappen ulm al-Qur'n behandeld. De student krijgt ook basiskennis van de positie van de Soenna binnen de Islam, het ontstaan en de ontwikkeling van de Hadith wetenschappen, terminologie en klassieke literatuur. In de module Hadith-wetenschappen zal meer nadruk worden gelegd op de Soenna en Hadithmethodologie.



### Onderwijsvorm

Hoor- en werkcolleges met schriftelijke opdrachten en tussentijdse papers. Er wordt aandacht gegeven aan de interactieve deelname van de studenten. Vragen worden aan het begin van het college besproken. In aansluiting op elk hoorcollege-onderdeel wordt een werkstuk gepresenteerd, in werkgroepen besproken en beoordeeld.

### Toetsvorm

Schriftelijk tentamen; schrijfofdracht' (20%) en college-opdrachten; actieve deelname tijdens de colleges.

### Literatuur

Verplichte literatuur:

Al-A'ami, M., The History of the Quranic Text from Revelation to Compilation, Leicester: UK Islamic Academy, 2003.

Leemhuis, F. "Koran"; "Soenna", in J. Waardenburg (ed.), Islam: Norm, Ideaal en Werkelijkheid. Houten: Fibula, 20005 , pp. 54-74; 75-79. (Blackboard).

Ljamai, A., Inleiding tot de Studie van de Koran, Zoetermeer: Meinema, 2005, hoofdstukken 1, 2, 3 en 4 t/m p. 71.

Watt, M. (et al.), Bells Inleiding tot de Koran, Utrecht: de Ploeg, 1986, hoofdstukken 1 en 2 t/m p. 39.

Nederlandse Koranvertaling.

Aanbevolen literatuur:

Ali, M., Sirat Al-Nabi and the Orientalists, Madinah: King Fahd complex for the Printing of the Quran, 1997 (Section IV: Receipt of Way).

Hamidullah, M., An Introduction to the Conservation of Hadith in the Light of the Sahifah of Hammam ibn Munabbih, Kuala Lumpur: Islamic Book Trust, 2003.

Verdere literatuur wordt voor aanvang van het college bekend gemaakt via Blackboard.

### Overige informatie

Maakt onderdeel uit van Academische Vaardigheden.

Aanwezigheid 80%.

## Inleiding Inspanningsfysiologie

<b>Vakcode</b>	B_IF (900115)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. J.J. de Koning
<b>Examinator</b>	dr. J.J. de Koning
<b>Docent(en)</b>	dr. H.L. Gerrits, prof. dr. H.A.M. Daanen, drs. B.L. van Keeken, dr. J.J. de Koning
<b>Lesmethode(n)</b>	Hoorcollege, Practicum, Werkcollege, Bijeenkomst
<b>Niveau</b>	100

## **Doel vak**

Doel van dit vak is het verkrijgen van kennis van de bouw en werking van organen en orgaansystemen die een rol spelen bij het bewegen en de energiehuishouding.

Na afloop van de cursus kan de student de belangrijkste onderdelen van deze organen en orgaansystemen benoemen, de bouw en werking van deze onderdelen benoemen en de werkingsmechanismen beschrijven. Daarnaast kan de student deze kennis toepassen tijdens het meten van verschillende variabelen tijdens rust en inspanning. Ten slotte is de student in staat de uitkomsten van de metingen te interpreteren en te verwerken.

## **Inhoud vak**

Tijdens de colleges wordt, na een inleiding, de bouw en de werking van cellen en weefsels besproken, waarbij het accent zal liggen op spierweefsel. Daarna wordt ingegaan op de bouw en de werking van de voor het bewegen belangrijkste fysiologische systemen, zoals de bloedsomloop, de ademhaling, het zenuwstelsel en de hormoonhuishouding. Daarbij wordt zowel het functioneren tijdens rust als tijdens fysieke inspanning besproken.

Bij de practica wordt de theoretische kennis verder uitgebreid en toegepast bij het registreren van de stofwisseling in rust, het ECG en de bloeddruk, de verschillende longvolumina en ademhalingsparameters, de hartfrequentie tijdens fysieke inspanning, het lichamelijke prestatievermogen, het dagelijkse energieverbruik en de dagelijkse voedselopname.

## **Onderwijsvorm**

De cursus bestaat uit hoorcolleges welke dienen ter verduidelijking van de leerstof. Deze colleges zijn niet verplicht. Daarnaast volgt iedere student een aantal practica. Deze practica zijn verplicht en worden in groepen van ca. 10-15 personen uitgevoerd. De practica dienen ter aanvulling op de collegestof en bieden bovendien de gelegenheid om de kennis van de leerstof toe te passen en te verdiepen. Voorwaarde voor deelname aan het practicum is dat de student voor elke bijeenkomst steeds de betreffende stof in het boek en de cursushandleiding bestudeerd heeft. Na elke practicumbijeenkomst wordt het practicum door iedere student uitgewerkt aan de hand van een opdracht (inhoud en tijdstip van inleveren volgens de richtlijnen in de cursushandleiding). Het is niet toegestaan een practicumbijeenkomst bij te wonen indien de opdracht van de vorige bijeenkomst nog niet is ingeleverd.

40 uur/ 20 hoorcolleges

12 uur/ 4 practica

20 uur / uitwerking, opdracht practicum

3 uur / tussentoets

3 uur/ eindtoets

90 uur / zelfstudie

## **Toetsvorm**

De tentamenstof beslaat de hoofdstukken van het boek ("Exercise Physiology: nutrition, energy, and human performance") zoals besproken tijdens de hoorcolleges, de diverse practica en de studiehandleiding.

Om deel te kunnen nemen aan het tentamen dient men aan de practicumverplichtingen te hebben voldaan. Deze verplichtingen zijn: alle practicumbijeenkomsten (actief) volgen, de bijbehorende opdrachten (voldoende) maken.

Het tentamencijfer zal bestaan uit een gewogen gemiddelde van de tussen- en de eindtoets. De tussentoets wordt halverwege de cursus gegeven.

Beide toetsen worden schriftelijk afgenomen en bestaan uit meerkeuze vragen.

### Literatuur

De verplichte literatuur bestaat uit:

- W.D. McArdle, F.I. Katch, V.L. Katch: Exercise Physiology: nutrition, energy, and human performance , 8th edition (2014). International edition.
- De cursushandleiding

### Intekenprocedure

De indeling van werkgroepen/(computer)practica/tutorgroepen etc. vindt plaats via Blackboard.

### Overige informatie

De practica zijn verplicht. Deelname aan het tentamen is alleen mogelijk als alle practicumbijeenkomsten zijn gevolgd en de betreffende opdrachten zijn ingeleverd. Bij het eventuele missen van een practicumbijeenkomst of opdracht met een geldige reden dient zo spoedig mogelijk contact opgenomen te worden met de practicumbegeleiders voor het plannen van een inhaalbijeenkomst.

## Inleiding Nederlandse religiegeschiedenis

<b>Vakcode</b>	L_GNBAALG002 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. F.A. van Lieburg
<b>Examinator</b>	prof. dr. F.A. van Lieburg
<b>Docent(en)</b>	prof. dr. F.A. van Lieburg
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	100

### Doel vak

De student: • bestudeert een goed leesbaar en informatief handboek over 2000 jaar godsdienst in Nederland; • verwerft inzicht in de belangrijkste ontwikkelingen van de laatste eeuwen, die relevant zijn voor het begrijpen van de hedendaagse situatie van religie en samenleving in Nederland; • oefent zich door middel van opdrachten in het raadplegen van bronnen en de toepassing van methoden van religiehistorisch onderzoek.

### Inhoud vak

Sinds de Reformatie in de zestiende eeuw staat Nederland bekend als een calvinistisch land, hoewel er in feite sprake was van religieuze pluriformiteit. Verschillende opeenvolgende 'religieuze regimes' hadden uiteenlopende consequenties voor groepen en regio's. Vaak wordt onderscheid gemaakt in de publieke kerk (1570-1780), de protestantse natie (1780-1870), de verzuilde samenleving (1870-1960) en de huidige tijd van religieuze transformatie. Steeds waren er verschillende kerken en bewegingen, vooral sinds de grondwettelijke verankering van de godsdienstvrijheid. Dit college voorziet in basiskennis van de historische ontwikkeling en richt zich speciaal op de problemen van

periodisering en differentiatie. Tevens wordt inzicht gegeven in de belangrijkste vakliteratuur en onderzoeksmethoden op dit gebied.

### Onderwijsvorm

Hoorcolleges, opdrachten, excursie.

### Toetsvorm

Wekelijkse opdrachten (25%) en schriftelijk tentamen (75%).

### Literatuur

Joris van Eijnatten en Fred van Lieburg, Nederlandse religiegeschiedenis (tweede herziene druk: Hilversum 2006).

### Doelgroep

Alle studenten (VU en daarbuiten, diverse studierichtingen). De module is een goede voorbereiding op het traject Religion & Society in de Master History.

### Overige informatie

Deze module maakt deel uit van de minor 'God in Nederland', maar kan ook afzonderlijk worden gevolgd.

## Inleiding Psychologie (UM)

<b>Vakcode</b>	P_UINLPSY ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. W. Donk
<b>Examinator</b>	dr. W. Donk
<b>Docent(en)</b>	dr. W. Donk
<b>Lesmethode(n)</b>	Hoorcollege, Computerpracticum
<b>Niveau</b>	100

### Doel vak

Een eerste kennismaking met het vakgebied psychologie.

### Inhoud vak

Het vak geeft een overzicht van de psychologie. Wat is de genetische en biologische basis van gedrag? Hoe zien we, leren we, onthouden we en denken we? Waarom gedragen we ons zoals we doen? Naast deze fundamentele vragen zullen ook de volgende onderwerpen aan bod komen: intelligentie, sociale psychologie, de ontwikkeling, persoonlijkheidsleer, psychopathologie en psychologische behandelmethoden.

### Onderwijsvorm

14 Hoorcolleges

### Toetsvorm

multiple choice

### Literatuur

-Gleitman, H., Gross, J., & Reisberg, D. (2011). Psychology (8th edition). Norton.

# Integrative Research Project

<b>Vakcode</b>	E_IBA2_IRP ()
<b>Periode</b>	Periode 6
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J. Sieweke
<b>Examinator</b>	dr. J. Sieweke
<b>Docent(en)</b>	dr. J. Sieweke
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

## Doel vak

Integrative Research Project aims to develop students' research skills. The course is structured around an applied research project that challenges students to independently conduct rigorous qualitative and quantitative (market) research for a social enterprise. So in addition to creating a stepping stone for entering thesis trajectory by letting students collect, analyze and present empirical data, the course enhances their content knowledge of business models and (social) entrepreneurship. Specifically, the integrative Research Project addresses the following learning objectives:

### Academic Skills:

- Collect and analyse quantitative and qualitative data
- Construct your own arguments based on empirical evidence

### Research Skills:

- Come up with your own research question
- Find relevant literature, and use it to develop hypotheses
- Design a survey and an interview outline
- Analyze both qualitative and quantitative data

### Quantitative Skills:

- Run statistical tests based on what you have learned during Business Statistics and Business Research Methods I - quantitative.

### Bridging Theory and Practice:

- Use academic literature as the basis for setting up an applied research project
- Translate research findings into practical advice

### Social Skills:

- Develop creative, precise and realistic advice
- Convincingly present a set of recommendations
- Work in teams and allocate tasks among team members under time pressure

### Self-Awareness

- ability to take responsibility for your own learning
- ability to make well-founded decisions and can support those choices
- ability to reflect on your personal development

### **Inhoud vak**

Contrary to conventional entrepreneurs, social entrepreneurs aspire to make nonfinancial contributions to society. Because of this difference, social entrepreneurs encounter challenges that are different from the challenges that other entrepreneurs are facing, for example in the area of marketing.

During Integrative Research Project, students will solve an issue for a social enterprise. To do so, they need to build on, integrate, and apply the content knowledge gained from previous courses, such as Cross-Cultural Marketing, International Strategy, HRM, as well as use the research techniques learned during Quantitative and Qualitative Business Research Methods.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Assignments - Group Assessment  
Assignments - Individual Assessment

Credits to Integrative Research Project will only be granted if Business Research Methods I (E\_IBA2\_BRM1) has been passed successfully.

### **Literatuur**

All materials will be announced via Blackboard.

### **Aanbevolen voorkennis**

1.1 People in Business and Society  
1.3 Academic Skills  
1.4 Business Statistics  
1.5 Cross-Cultural Marketing  
1.6 Business Processes  
2.1 OB-HRM  
2.3 International Strategy  
2.4 BRM I – Quantitative  
2.5 BRM II - Qualitative

### **Overige informatie**

Note that Integrative Research Project is an entry requirement for the Bachelor Thesis, meaning that the course needs to be completed successfully in order to be able to start with the Bachelor Thesis process in year three.

## **Intercultural Communication**

<b>Vakcode</b>	S_IC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. F.J. Companjen
<b>Examinator</b>	dr. F.J. Companjen
<b>Docent(en)</b>	dr. F.J. Companjen

<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

### Doel vak

To gain knowledge of theories of, and different perspectives on, intercultural communication between people in organizations in the context of globalization.

### Inhoud vak

Theories of intercultural communication will be discussed at three levels:

- the level of 'culture'; the pro's and con's of cultural dimensions, functional versus interpretative perspectives;
- the group level (identities, in and out-group communication)
- the individual level (imagery, power and negotiation).

### Onderwijsvorm

Lectures.

### Toetsvorm

Multiple Choice exam (60%), compulsory take-home questions (40%).

### Literatuur

A Handbook and a Reader will be made known through Blackboard.

### Doelgroep

Bachelor students in Communication Studies, Cultural Anthropology, students in the minor Organizational Culture, and exchange students.

## International Business Law

<b>Vakcode</b>	E_IBA2_IBL ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	mr. N.A. Jansen MBA
<b>Examinator</b>	mr. N.A. Jansen MBA
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### Doel vak

The course will teach you to examine business situations from different legal perspectives, recognizing and understanding the fundamentals of regulatory environments, and to apply that knowledge for strategic and tactical decision making, and for managing a company's legal function and for selecting and managing external legal services providers. (Knowledge, Bridging Theory and Practice).

Students become aware of the fact that in MNCs they have to face the reality of strategic and operational planning in, simply said, as many regulatory environments as there are countries. This 'legal pluralism' reality forces students to set, if present, their 'ethnocentric

attitude' aside to accept, respect, and profit from, the differing legal realities across the world (Broadening your horizon)

### **Inhoud vak**

The module offers students the opportunity to acquire the knowledge about and skills to integrate the opportunities and treats of regulatory internal and external environments into the strategic and operational corporate and functional planning of internationally operating companies.

The module is characterised by a functional approach of regulatory environments by identifying the following five potential functions of regulation for businesses:

- strategic input
- evaluating strategic options
- contributing to strategies
- risk management
- reputation management.

IBA's international focus is reflected in the choice to link regulatory environments to the strategic and operational corporate and functional planning of MNCs, and the presentation of legal concepts from the perspective of the three globally main legal traditions: civil law, common law, and Islamic law.

Specifically, the knowledge and skills in this course concentrate on:

- Analysing a regulatory environment
- The major legal traditions in the world
- The functions of regulation for international business
- The relevance for business of the European Union
- The functions for international business of (intellectual) property regulation
- The national and EU legal forms to run a business in
- Managing international sales and services contracts
- Regulation of the marketing function
- Managing the legal function in an international company

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Written exam – Individual assessment  
Assignment – Group Assessment  
Mandatory Attendance tutorials

### **Literatuur**

Law & Self-regulation. Legal and Business Perspectives. N.A. Jansen (2016). Available in VU Bookshop.  
Accompanying website <http://www.lawandselfregulation.com>

Additional (required) readings are available on blackboard

### **Aanbevolen voorkennis**

Fundamental knowledge of main business concept such as strategic planning and main business functions such as accounting, finance, and marketing



## International Economics

<b>Vakcode</b>	E_EBE3_INTEC ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. W. Zant
<b>Examinator</b>	dr. W. Zant
<b>Docent(en)</b>	dr. W. Zant, prof. dr. W.W. Boonstra
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## International Financial Management

<b>Vakcode</b>	E_IBK3_IFM ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. K.L. Wolk
<b>Examinator</b>	dr. K.L. Wolk
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### Doel vak

The objective of the course is to acquaint students with the developments in international financial markets from a perspective of managerial decision making. The course is designed to provide future's financial managers with an understanding of the fundamental concepts and the tools necessary to be effective global managers. The aim is to provide students with an understanding of these concepts and techniques used in risk management. (Knowledge, Quantitative Skills) The students will develop skills in reading and understanding academic papers as well as critical thinking on economic events with a focus on the financial aspects of managerial decisions. (Research Skills, Bridging Theory and Practice) They are encouraged to improve analytical thinking abilities, to think beyond the boundaries of economics and finance theories. (Academic Skills, Broadening your Horizon)

### **Inhoud vak**

During the course, we will mainly discuss the structure of financial markets (foreign exchange, fixed income and equity markets) and explore the issues that are encountered by multinational enterprises, with an emphasis on risk management. When having completed this course, students will have a clear understanding how financial markets and institutions work and how the multinational firm interacts with the other market participants. In particular, students will:

- understand the development of the international monetary system and other financial institutions,
- be acquainted with the specifics of various financial markets (money, bond, equity)
- learn how to manage foreign exchange risk and interest risk in a multinational firm.

### **Onderwijsvorm**

- Lectures
- Tutorials

### **Toetsvorm**

Written exam – Individual assessment  
(Interim) Assignment(s) – Group assessment

### **Literatuur**

1. Eun & Resnick: International Finance, Global Edition (ISBN: 9780077161613)
2. Additional articles and/or cases (announced at the start of the course)

### **Aanbevolen voorkennis**

BK:  
2.2 Finance; 3.4 Financial Modelling and Derivatives; 2.5 Finance II

IBA:  
2.2 Finance; 2.5 Corporate Finance in Emerging Economies; 3.4 Financial Modelling and Derivatives

## **International Marketing**

<b>Vakcode</b>	E_BK3_INTM ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. H. van Herk
<b>Examinator</b>	prof. dr. H. van Herk
<b>Docent(en)</b>	prof. M.E. Kaplan
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### **Overige informatie**

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid.

At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VU.net is necessary. The course description (including literature) can be found in last year's study guide.

## International Relations and Global Governance

<b>Vakcode</b>	S_IRGG ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. N.A. de Graaff
<b>Examinator</b>	dr. N.A. de Graaff
<b>Docent(en)</b>	dr. N.A. de Graaff
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

### Doel vak

- Acquiring knowledge of and insight into rival theories and approaches within the discipline of International Relations, their meta-theoretical foundations, and their application to contemporary international and global affairs;
- Acquiring knowledge of and insight into contemporary world politics based on a conceptual and theoretical toolbox as well as an overview of selected themes and issues, in particular regarding the relationship between interstate relations and the evolving system of global governance within the context of ongoing processes of globalization and transnationalization;
- Understanding how and why international and global politics affects national states and societies and thus acquire insight into the international and transnational dimension of the domestic and the European politics studied in other courses of the curriculum.

### Inhoud vak

This course offers a comprehensive overview of the discipline and subject of International Relations (IR) and its main concepts and theories and approaches. Throughout, the course will be guided by the question to which extent, and how, the current process of globalization is changing the nature and content of world politics, approaching this question from the various competing theoretical perspectives that IR has to offer. Traditionally, the object of study for IR has been the conflict between and co-operation of sovereign states. This model is, however, increasingly regarded as outdated inasmuch as more and more non-state actors such as multinationals, NGOs and transnational social movements appear to play a prominent role in world politics. In addition, we can also observe transnational forms of regulation through international organizations and emerging structures of what is called 'global governance'. The question has been raised whether in the face of these processes of globalization and transnationalisation, states have lost the sovereignty that used to be the basis of the international system. On the other hand, there are still many instances where state power is very visible. Indeed, recent geopolitical developments and events related to for instance the rise of China have also once more brought home the message that classical themes of interstate rivalry and

international security have not lost their relevance in this new era. In this course the focus will be on seeking to understand these questions from various theoretical lenses. Students will learn how different perspectives highlight different structures and different actors and processes, and how a deeper knowledge of these theories and their main concepts allows for a deeper understanding of the richness of IR and its relation to the rest of the social sciences, and of the complexity of today's globalized world politics.

### Toetsvorm

Written Exam (70%)

Assignments(30%)

### Literatuur

J. Baylis, S. Smith, and P. Owens (eds) (2013). The Globalization of World Politics: An Introduction to International Relations. 6th Revised Edition. (Oxford: Oxford University Press).

## International Strategy

<b>Vakcode</b>	E_IBA2_IS ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. V. Duplat
<b>Examinator</b>	dr. V. Duplat
<b>Docent(en)</b>	dr. V. Duplat
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### Doel vak

Have you ever asked yourself why Uber or Airbnb grow so fast outside the United States? How do newspaper publishers or bookstores take advantage of the digital revolution and the globalization of markets? Why do some clothing brands opt for the franchise for internationally expanding and others like Zara don't? What makes the success of Tesla cars wider in some countries than in others? To what extent do Ryanair and Southwest Airlines benefit from the economic crisis? How can firms such as Apple or Sony deal with the shortening of product life cycles? Searching for answers to questions like those is the main challenge of managers nowadays. Over the last few decades, managers must cope with the sustained pace of changes characterizing the economic, technological, legal and political environments throughout the world. This requires them to think out of the box and to continuously adapt their strategy in order to create and sustain competitive advantage on the international scene.

This course aims at increasing your interest and insights into strategic, organizational, and managerial challenges that MNEs face on the international scene. How can you as a future business professional approach and deal with those challenges?

### Inhoud vak

Have you ever asked yourself why Uber or Airbnb grow so fast outside the United States? How do newspaper publishers or bookstores take advantage of the digital revolution and the globalization of markets? Why do some clothing brands opt for the franchise for internationally expanding and others like Zara don't? What makes the success of Tesla cars wider in some countries than in others? To what extent do Ryanair and Southwest Airlines benefit from the economic crisis? How can firms such as Apple or Sony deal with the shortening of product life cycles? Searching for answers to questions like those is the main challenge of managers nowadays. Over the last few decades, managers must cope with the sustained pace of changes characterizing the economic, technological, legal and political environments throughout the world. This requires them to think out of the box and to continuously adapt their strategy in order to create and sustain competitive advantage on the international scene.

This course aims at increasing your interest and insights into strategic, organizational, and managerial challenges that MNEs face on the international scene. How can you as a future business professional approach and deal with those challenges?

This course will provide students with a better understanding of the core strategic choices that firms must make when they expand abroad. The fast changing dynamics of industries caused by pressures of globalization have made it essential for organizations to adapt quickly. As a result of the intensification of these pressures it is important that (future) managers understand how organizations internationalize and which consecutive strategic choices firms must make. The course aims to provide future managers like you with a better understanding of the way firms can create and sustain competitive advantage in an international environment and organizations expand abroad. The course has a strong theoretical component as well as a practical component. In the latter, students will gain real life experience by investigating internationalization options for an existing organization. Students will work as consultants and provide strategic advice to the top executives of a firm with the intention to internationalize.

The course "International Strategy" provides insights for understanding strategic management and international business practices, while adopting an even-handed appreciation for theory and practice. In particular, the course encapsulates three general topics at the heart of international strategy: 1) understanding the institutional and competitive environments worldwide, 2) defining entry motives and evaluating location choices, and 3) designing entry modes and planning their operational implementation. The course familiarizes the students with concepts, analytical tools and frameworks enabling them to further their understanding vis-à-vis those three general topics.

### **Onderwijsvorm**

Lectures

Tutorials

### **Toetsvorm**

Essay - individual assessment

Assignments - group assessment

Written exam - individual assessment

Mandatory attendance tutorials

## Literatuur

- C. Hill (2014). International Business: Competing in the Global Marketplace. 10th edition, McGraw-Hill Education. (ISBN 9780077163587).
- Selection of academic, business and press articles that will be posted on Blackboard.
- Two case study materials must be bought by the students via the Website "Case Centre" ([www.thecasecenter.org/students](http://www.thecasecenter.org/students)):
  1. Lego – Harvard Business Publishing – J.W. Rivkin, S.H. Thomke and D. Beyersdorfer (2012) – Reference no. 9-613-004
  2. Nora and Sakari: a proposed JV in Malaysia – Ivey School of Business – P. Beamish and R.A. Ainuddin (2015) – Reference no. 9B15M085

## Aanbevolen voorkennis

International strategy is a course that builds on several elements of the previous 1,5 years and there are strong linkages with a number of specific courses. First, the theory discussed in the course People in Business and Society not only has an influence on the individual, but it has an effect on the internationalization process of firms as well. Second, the lessons learned during International Economics help students to better understand the international strategies that MNEs pursue. Third, the course builds on existing knowledge you gained in the course Organization Theory. Finally, it also builds on the content of the courses on HRM & OB as well as on BIS.

## International Strategy

<b>Vakcode</b>	E_EBE3_INTST ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J. Du
<b>Examinator</b>	dr. J. Du
<b>Docent(en)</b>	dr. V. Duplat
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

## Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Internationale protestantse relaties

<b>Vakcode</b>	L_GCBAALG005 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen

<b>Coördinator</b>	prof. dr. G. Harinck
<b>Examinator</b>	prof. dr. G. Harinck
<b>Docent(en)</b>	prof. dr. G. Harinck
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

### Doel vak

Leren onderzoek te doen in het archief en te werken met primaire bronnen.

### Inhoud vak

In dit college gaan we in de archieven de sporen na van Geerhardus Vos (1862-1949), een in Nederland geboren theoloog die na een opleiding in de Verenigde Staten en Duitsland bijna aan de Vrije Universiteit belandt, maar toch weer naar de VS vertrekt en daar een belangrijke academische connectie wordt voor de VU.

### Onderwijsvorm

Werkcollege, waarin de bronnen centraal staan, transcripties van de bronnen besproken worden en deze in hun context worden geplaatst.

### Toetsvorm

De colleges worden afgesloten met een schriftelijke toets over de collegestof en de literatuur. De beoordeling omvat ook inhoud en de vorm van de presentatie van het eigen onderzoek in de werkgroep.

### Literatuur

Diverse artikelen, worden op college opgegeven

### Doelgroep

BA studenten Geesteswetenschappen en Theologie.

### Overige informatie

Deze module maakt deel uit van de minor 'God in Nederland'.

## Internet Governance

<b>Vakcode</b>	R_InternGov (200331)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Rechtsgeleerdheid
<b>Coördinator</b>	mr. T.H.A. Wisman
<b>Examinator</b>	mr. T.H.A. Wisman
<b>Docent(en)</b>	prof. mr. A.R. Lodder
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### Doel vak

At the end of this course students:

- Know the specific characteristics of the Internet and the models of Internet governance;

- Understand the (legal) challenges that follow from these characteristics;
- Are able to describe and discuss how these challenges can be met by the different models of Internet governance;
- Know and are able to discuss in depth the following topics and their related case law: copyright, privacy and freedom of expression.

### **Inhoud vak**

The first half of this interdisciplinary course the focus is on the (legal) challenges and problems introduced by the internet. The course shall first identify the special characteristics of the internet in an effort to demonstrate and discuss the associated challenges. Besides identifying and subsequently discussing (legal) challenges, this course shall also treat the different models of internet governance, both legal and non-legal, which can be used in developing a critical mind towards possible solutions. Additionally, the course shall cover various perspectives on who could or should govern the Internet and how, but also what can or should actually be governed on the internet.

The second half of this course deals with specific legal subjects: freedom of expression, privacy and copyright. In this half we delve deeper in these various subjects, the specific challenges that arise in the context of the internet and the developments in case law. The models of internet governance will be used in this stage to critically reflect on these subjects and the respective challenges they bring.

### **Onderwijsvorm**

Student presentations, in class (group) exercises, discussion of the literature.

### **Toetsvorm**

The course is assessed by the following components:

- Assignments (5%)
- An essay (35%)
- An exam (60%)

### **Literatuur**

Material will be made available on Blackboard before the start of the course.

### **Doelgroep**

Apart from regular students, the course is also available for:

Students from other universities/faculties

Exchange students

Contractor (students who pay for one course)

## **Internship Minor Applied Econometrics: A Big Data Experience for All**

<b>Vakcode</b>	E_EOR3_IMAE ()
<b>Periode</b>	Periode 2+3
<b>Credits</b>	12.0
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. L.F. Hoogerheide



**Doel vak**

## Academic Skills

- Ability to examine and understand problems from different perspectives;
- Ability to put forward well-founded, substantiated points of view, both in spoken and written format;
- Ability to apply acquired knowledge to other problems and in other contexts.

## Research Skills

- Ability to translate practically relevant problems into (academically) relevant research questions;
- Ability to design and execute a project using a systematic, analytical approach in a real business environment (of profit or not-for-profit organizations).

## Knowledge

- Have specialized, in-depth knowledge and insights about the minor theme;
- Ability to make connections between theories, models, and concepts of that specific minor theme/ discipline.

## Bridging Theory and Practice

- Ability to apply theoretical knowledge in a specific organizational context;
- Ability to formulate relevant recommendations for practice based on your knowledge acquired;
- Have a better understanding of what the expectations of the academic and professional field are in terms of knowledge and skills needed;
- Have awareness of the various career opportunities the field offers.

## Social Skills

- Have a better understanding of roles and needs of different types of stakeholders that you need to interact with as a professional;
- Ability to work well in a team and reflect on your own role in the team.

## Self-awareness

- Ability to reflect on your own responsibilities as well as others;
- Ability to reflect on your personal development;
- Ability receive and are able to deal with feedback from others.

**Inhoud vak**

Increasingly organizations and maybe even your future employer are looking for experience as well as academic credentials. The faculty recommends doing an internship, because it is an excellent way to apply the knowledge and (academic) skills which you acquired during your studies. Your most important learning goal as a student-intern is to familiarize yourself with professional and market-related skills in a real and new organizational environment. With the job market becoming increasingly competitive, gaining relevant experience will give you a good start into your professional career.

Companies offer a wide range of internships in various disciplines. What is crucial in obtaining approval for your internship and eventually obtaining your study credits, is that there is a clearly defined project that allows you to fulfill the learning objectives. Also, the project needs to allow for an individual assessment.

Finally, note that in order to obtain your internship credits, your internship has to be pre-approved by the minor coordinator and supervised by a faculty member that is assigned to you by either the minor coordinator.

#### **Onderwijsvorm**

On-site Internship

#### **Toetsvorm**

Written report – Individual assessment

#### **Literatuur**

Literature relevant to the theme of the minor and internship should be used to develop a solution to the problem that is investigated with the internship project.

#### **Aanbevolen voorkennis**

The courses in period 3.1 of the minor Applied Econometrics.

#### **Overige informatie**

IMPORTANT:

- Subscription to the internship through VUnet is not possible.
- CONTACT THE MINOR COORDINATOR as soon as you have an INITIAL proposal for the internship. Approval of the minor coordinator is essential in order to be able to do a minor internship.
- The general internship manual will be available through VUnet (including more details on a time plan and practical matters). CAREFULLY READ THE MANUAL ON VUNET (go to Services > Degree programme > Internship, or Serviceplein > Opleidingsprogramma > Stage). The manual will provide more insights in what is exactly expected in terms of your internship proposal, the concrete requirements, and the related time line of activities.
- After completing the internship the subscription to the course as well as the registration of the result will be done by the back office.

### **Internship Minor E-business and Online Commerce**

<b>Vakcode</b>	E_IBA3_IMEOC ()
<b>Periode</b>	Periode 2+3
<b>Credits</b>	12.0
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. F.E.J.M. Derksen
<b>Examinator</b>	drs. F.E.J.M. Derksen
<b>Niveau</b>	300

## **Doel vak**

### Academic Skills

- Ability to examine and understand problems from different perspectives;
- Ability to put forward well-founded, substantiated points of view, both in spoken and written format;
- Ability to apply acquired knowledge to other problems and in other contexts.

### Research Skills

- Ability to translate practically relevant problems into (academically) relevant research questions;
- Ability to design and execute a project using a systematic, analytical approach in a real business environment (of profit or not-for-profit organizations).

### Knowledge

- Have specialized, in-depth knowledge and insights about the minor theme;
- Ability to make connections between theories, models, and concepts of that specific minor theme/ discipline.

### Bridging Theory and Practice

- Ability to apply theoretical knowledge in a specific organizational context;
- Ability to formulate relevant recommendations for practice based on your knowledge acquired;
- Have a better understanding of what the expectations of the academic and professional field are in terms of knowledge and skills needed;
- Have awareness of the various career opportunities the field offers.

### Social Skills

- Have a better understanding of roles and needs of different types of stakeholders that you need to interact with as a professional;
- Ability to work well in a team and reflect on your own role in the team.

### Self-awareness

- Ability to reflect on your own responsibilities as well as others;
- Ability to reflect on your personal development;
- Ability receive and are able to deal with feedback from others.

## **Inhoud vak**

Increasingly organizations and maybe even your future employer are looking for experience as well as academic credentials. The faculty recommends doing an internship, because it is an excellent way to apply the knowledge and (academic) skills which you acquired during your studies. Your most important learning goal as a student-intern is to familiarize yourself with professional and market-related skills in a real and new organizational environment. With the job market becoming increasingly competitive, gaining relevant experience will give you a good start into your professional career.

Companies offer a wide range of internships in various disciplines. What

is crucial in obtaining approval for your internship and eventually obtaining your study credits, is that there is a clearly defined project that allows you to fulfill the learning objectives. Also, the project needs to allow for an individual assessment.

Finally, note that in order to obtain your internship credits, your internship has to be pre-approved by the minor coordinator and supervised by a faculty member that is assigned to you by either the minor coordinator.

### **Onderwijsvorm**

On-site Internship

### **Toetsvorm**

Written report – Individual assessment

### **Literatuur**

Literature relevant to the theme of the minor and internship should be used to develop a solution to the problem that is investigated with the internship project.

### **Aanbevolen voorkennis**

Courses of the minor E-business and Online Commerce period 1

### **Doelgroep**

Students of the minor E-business and Online Commerce.

It is possible to replace two of the courses for an internship that will be supervised by one of the lecturers of the courses. The courses to be replaced are one out of the two courses “E-commerce Supply Chain Management” and “Information Systems in E-business and Online Commerce” (both in period 2) in combination with “Emerging Technologies for E-business and Online Commerce” (in period 3). Internships should be aligned with a topics addressed in the minor and should be initiated by students. Proposals for an internship need approval from the minor coordinator.

### **Overige informatie**

IMPORTANT:

- Subscription to the internship through VUnet is not possible.
- CONTACT THE MINOR COORDINATOR as soon as you have an INITIAL proposal for the internship. Approval of the minor coordinator is essential in order to be able to do a minor internship.
- The general internship manual will be available through VUnet (including more details on a time plan and practical matters). CAREFULLY READ THE MANUAL ON VUNET (go to Services > Degree programme > Internship, or Serviceplein > Opleidingsprogramma > Stage). The manual will provide more insights in what is exactly expected in terms of your internship proposal, the concrete requirements, and the related time line of activities.
- After completing the internship the subscription to the course as well as the registration of the result will be done by the back office.

## **Internship Minor Entrepreneurship**

<b>Vakcode</b>	E_BK3_IMENT ()
<b>Periode</b>	Periode 2+3
<b>Credits</b>	12.0
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. W. Stam
<b>Examinator</b>	prof. dr. W. Stam
<b>Niveau</b>	300

### Doel vak

#### Academic Skills

- Ability to examine and understand problems from different perspectives;
- Ability to put forward well-founded, substantiated points of view, both in spoken and written format;
- Ability to apply acquired knowledge to other problems and in other contexts.

#### Research Skills

- Ability to translate practically relevant problems into (academically) relevant research questions;
- Ability to design and execute a project using a systematic, analytical approach in a real business environment (of profit or not-for-profit organizations).

#### Knowledge

- Have specialized, in-depth knowledge and insights about the minor theme;
- Ability to make connections between theories, models, and concepts of that specific minor theme/ discipline.

#### Bridging Theory and Practice

- Ability to apply theoretical knowledge in a specific organizational context;
- Ability to formulate relevant recommendations for practice based on your knowledge acquired;
- Have a better understanding of what the expectations of the academic and professional field are in terms of knowledge and skills needed;
- Have awareness of the various career opportunities the field offers.

#### Social Skills

- Have a better understanding of roles and needs of different types of stakeholders that you need to interact with as a professional;
- Ability to work well in a team and reflect on your own role in the team.

#### Self-awareness

- Ability to reflect on your own responsibilities as well as others;
- Ability to reflect on your personal development;
- Ability receive and are able to deal with feedback from others.

### Inhoud vak

Increasingly organizations and maybe even your future employer are looking for experience as well as academic credentials. The faculty recommends doing an internship, because it is an excellent way to apply the knowledge and (academic) skills which you acquired during your studies. Your most important learning goal as a student-intern is to

familiarize yourself with professional and market-related skills in a real and new organizational environment. With the job market becoming increasingly competitive, gaining relevant experience will give you a good start into your professional career.

Companies offer a wide range of internships in various disciplines. What is crucial in obtaining approval for your internship and eventually obtaining your study credits, is that there is a clearly defined project that allows you to fulfill the learning objectives. Also, the project needs to allow for an individual assessment.

It is possible to replace two of the courses in the Minor Entrepreneurship by an internship that will be supervised by one of the lecturers of the courses. An internship counts for 12 EC: it replaces one out of the two courses "Enterprising Behavior" and "Filming Entrepreneurship" (both in period 2) in combination with the course "New Venture Creation" (in period 3). Internships should be aligned with the topics of the minor and should be initiated by students.

Finally, note that in order to obtain your internship credits, your internship has to be pre-approved by the minor coordinator and supervised by a faculty member that is assigned to you by either the minor coordinator.

#### **Onderwijsvorm**

On-site Internship

#### **Toetsvorm**

Internship report - Individual assessment

#### **Vereiste voorkennis**

Courses related to the minor

#### **Overige informatie**

IMPORTANT:

- Subscription to the internship through VUnet is not possible.
- CONTACT THE MINOR COORDINATOR as soon as you have an INITIAL proposal for the internship. Approval of the minor coordinator is essential in order to be able to do a minor internship.
- The general internship manual will be available through VUnet (including more details on a time plan and practical matters). CAREFULLY READ THE MANUAL ON VUNET (go to Services > Degree programme > Internship, or Serviceplein > Opleidingsprogramma > Stage). The manual will provide more insights in what is exactly expected in terms of your internship proposal, the concrete requirements, and the related time line of activities.
- After completing the internship the subscription to the course as well as the registration of the result will be done by the back office.

## Internship Minor Operations Analytics

<b>Vakcode</b>	E_EOR3_IMOA ()
<b>Periode</b>	Periode 2+3

<b>Credits</b>	12.0
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. L. Stougie
<b>Niveau</b>	300

### Doel vak

#### Academic Skills

- Ability to examine and understand problems from different perspectives;
- Ability to put forward well-founded, substantiated points of view, both in spoken and written format;
- Ability to apply acquired knowledge to other problems and in other contexts.

#### Research Skills

- Ability to translate practically relevant problems into (academically) relevant research questions;
- Ability to design and execute a project using a systematic, analytical approach in a real business environment (of profit or not-for-profit organizations).

#### Knowledge

- Have specialized, in-depth knowledge and insights about the minor theme;
- Ability to make connections between theories, models, and concepts of that specific minor theme/ discipline.

#### Bridging Theory and Practice

- Ability to apply theoretical knowledge in a specific organizational context;
- Ability to formulate relevant recommendations for practice based on your knowledge acquired;
- Have a better understanding of what the expectations of the academic and professional field are in terms of knowledge and skills needed;
- Have awareness of the various career opportunities the field offers.

#### Social Skills

- Have a better understanding of roles and needs of different types of stakeholders that you need to interact with as a professional;
- Ability to work well in a team and reflect on your own role in the team.

#### Self-awareness

- Ability to reflect on your own responsibilities as well as others;
- Ability to reflect on your personal development;
- Ability receive and are able to deal with feedback from others.

### Inhoud vak

Increasingly organizations and maybe even your future employer are looking for experience as well as academic credentials. The faculty recommends doing an internship, because it is an excellent way to apply the knowledge and (academic) skills which you acquired during your studies. Your most important learning goal as a student-intern is to familiarize yourself with professional and market-related skills in a

real and new organizational environment. With the job market becoming increasingly competitive, gaining relevant experience will give you a good start into your professional career.

Companies offer a wide range of internships in various disciplines. What is crucial in obtaining approval for your internship and eventually obtaining your study credits, is that there is a clearly defined project that allows you to fulfill the learning objectives. Also, the project needs to allow for an individual assessment.

Finally, note that in order to obtain your internship credits, your internship has to be pre-approved by the minor coordinator and supervised by a faculty member that is assigned to you by either the minor coordinator.

### **Onderwijsvorm**

On-site Internship

### **Toetsvorm**

Written report – Individual assessment

### **Literatuur**

Literature relevant to the theme of the minor and internship should be used to develop a solution to the problem that is investigated with the internship project.

### **Vereiste voorkennis**

No other requirements than the ones for this minor

### **Aanbevolen voorkennis**

Courses related to the minor

### **Overige informatie**

IMPORTANT:

- Subscription to the internship through VUnet is not possible.
- CONTACT THE MINOR COORDINATOR as soon as you have an INITIAL proposal for the internship. Approval of the minor coordinator is essential in order to be able to do a minor internship.
- The general internship manual will be available through VUnet (including more details on a time plan and practical matters). CAREFULLY READ THE MANUAL ON VUNET (go to Services > Degree programme > Internship, or Serviceplein > Opleidingsprogramma > Stage). The manual will provide more insights in what is exactly expected in terms of your internship proposal, the concrete requirements, and the related time line of activities.
- After completing the internship the subscription to the course as well as the registration of the result will be done by the back office.

## **Internship Minor Sustainability and Innovation**

<b>Vakcode</b>	E_IBA3_IMSI ()
<b>Periode</b>	Periode 2+3
<b>Credits</b>	12.0



<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. ir. J.J. Berends
<b>Examinator</b>	prof. dr. ir. J.J. Berends
<b>Niveau</b>	300

### **Doel vak**

#### Academic Skills

- Ability to examine and understand problems from different perspectives;
- Ability to put forward well-founded, substantiated points of view, both in spoken and written format;
- Ability to apply acquired knowledge to other problems and in other contexts.

#### Research Skills

- Ability to translate practically relevant problems into (academically) relevant research questions;
- Ability to design and execute a project using a systematic, analytical approach in a real business environment (of profit or not-for-profit organizations).

#### Knowledge

- Have specialized, in-depth knowledge and insights about the minor theme;
- Ability to make connections between theories, models, and concepts of that specific minor theme/ discipline.

#### Bridging Theory and Practice

- Ability to apply theoretical knowledge in a specific organizational context;
- Ability to formulate relevant recommendations for practice based on your knowledge acquired;
- Have a better understanding of what the expectations of the academic and professional field are in terms of knowledge and skills needed;
- Have awareness of the various career opportunities the field offers.

#### Social Skills

- Have a better understanding of roles and needs of different types of stakeholders that you need to interact with as a professional;
- Ability to work well in a team and reflect on your own role in the team.

#### Self-awareness

- Ability to reflect on your own responsibilities as well as others;
- Ability to reflect on your personal development;
- Ability receive and are able to deal with feedback from others.

### **Inhoud vak**

Increasingly organizations and maybe even your future employer are looking for experience as well as academic credentials. The faculty recommends doing an internship, because it is an excellent way to apply the knowledge and (academic) skills which you acquired during your studies. Your most important learning goal as a student-intern is to familiarize yourself with professional and market-related skills in a real and new organizational environment. With the job market becoming increasingly competitive, gaining relevant experience will give you a good start into your professional career.

Companies offer a wide range of internships in various disciplines. What is crucial in obtaining approval for your internship and eventually obtaining your study credits, is that there is a clearly defined project that allows you to fulfill the learning objectives. Also, the project needs to allow for an individual assessment.

Finally, note that in order to obtain your internship credits, your internship has to be pre-approved by the minor coordinator and supervised by a faculty member that is assigned to you by either the minor coordinator.

### **Onderwijsvorm**

On-site Internship

### **Toetsvorm**

Written report – Individual assessment

### **Literatuur**

Literature relevant to the theme of the minor and internship should be used to develop a solution to the problem that is investigated with the internship project.

### **Aanbevolen voorkennis**

Courses related to the minor, specifically those of period 1.

### **Doelgroep**

Students of the Minor Sustainability & Innovation.

It is possible to replace two of the courses for an internship that will be supervised by one of the lecturers of the courses. The courses to be replaced are one out of the two courses “Organizing sustainable innovation” and “Sustainable supply chain management” (both in period 2) in combination with “Marketing sustainable innovations” (in period 3). Internships should be aligned with a topics addressed in the minor and should be initiated by students. Proposals for an internship need approval from the minor coordinator.

### **Overige informatie**

IMPORTANT:

- Subscription to the internship through VUnet is not possible.
- CONTACT THE MINOR COORDINATOR as soon as you have an INITIAL proposal for the internship. Approval of the minor coordinator is essential in order to be able to do a minor internship.
- The general internship manual will be available through VUnet (including more details on a time plan and practical matters). CAREFULLY READ THE MANUAL ON VUNET (go to Services > Degree programme > Internship, or Serviceplein > Opleidingsprogramma > Stage). The manual will provide more insights in what is exactly expected in terms of your internship proposal, the concrete requirements, and the related time line of activities.
- After completing the internship the subscription to the course as well as the registration of the result will be done by the back office.

## **Internship Minor Understanding and Influencing Decisions in Business and Society**

<b>Vakcode</b>	E_BK3_IMUID ()
<b>Periode</b>	Periode 2+3
<b>Credits</b>	12.0
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. K.M.T. Millet
<b>Examinator</b>	dr. K.M.T. Millet
<b>Niveau</b>	300

### Doel vak

#### Academic Skills

- Ability to examine and understand problems from different perspectives;
- Ability to put forward well-founded, substantiated points of view, both in spoken and written format;
- Ability to apply acquired knowledge to other problems and in other contexts.

#### Research Skills

- Ability to translate practically relevant problems into (academically) relevant research questions;
- Ability to design and execute a project using a systematic, analytical approach in a real business environment (of profit or not-for-profit organizations).

#### Knowledge

- Have specialized, in-depth knowledge and insights about the minor theme;
- Ability to make connections between theories, models, and concepts of that specific minor theme/ discipline.

#### Bridging Theory and Practice

- Ability to apply theoretical knowledge in a specific organizational context;
- Ability to formulate relevant recommendations for practice based on your knowledge acquired;
- Have a better understanding of what the expectations of the academic and professional field are in terms of knowledge and skills needed;
- Have awareness of the various career opportunities the field offers.

#### Social Skills

- Have a better understanding of roles and needs of different types of stakeholders that you need to interact with as a professional;
- Ability to work well in a team and reflect on your own role in the team.

#### Self-awareness

- Ability to reflect on your own responsibilities as well as others;
- Ability to reflect on your personal development;
- Ability to receive and are able to deal with feedback from others.

### Inhoud vak

Increasingly organizations and maybe even your future employer are looking for experience as well as academic credentials. The faculty recommends doing an internship, because it is an excellent way to apply the knowledge and (academic) skills which you acquired during your studies. Your most important learning goal as a student-intern is to

familiarize yourself with professional and market-related skills in a real and new organizational environment. With the job market becoming increasingly competitive, gaining relevant experience will give you a good start into your professional career.

Companies offer a wide range of internships in various disciplines. What is crucial in obtaining approval for your internship and eventually obtaining your study credits, is that there is a clearly defined project that allows you to fulfill the learning objectives. Also, the project needs to allow for an individual assessment.

Finally, note that in order to obtain your internship credits, your internship has to be pre-approved by the minor coordinator and supervised by a faculty member that is assigned to you by either the minor coordinator.

### **Onderwijsvorm**

On-site Internship

### **Toetsvorm**

Written report – Individual assessment

### **Literatuur**

Literature relevant to the theme of the minor and internship should be used to develop a solution to the problem that is investigated with the internship project.

### **Aanbevolen voorkennis**

Courses related to the minor

### **Overige informatie**

IMPORTANT:

- Subscription to the internship through VUnet is not possible.
- CONTACT THE MINOR COORDINATOR as soon as you have an INITIAL proposal for the internship. Approval of the minor coordinator is essential in order to be able to do a minor internship.
- The general internship manual will be available through VUnet (including more details on a time plan and practical matters). CAREFULLY READ THE MANUAL ON VUNET (go to Services > Degree programme > Internship, or Serviceplein > Opleidingsprogramma > Stage). The manual will provide more insights in what is exactly expected in terms of your internship proposal, the concrete requirements, and the related time line of activities.
- After completing the internship the subscription to the course as well as the registration of the result will be done by the back office.

## **Introduction to Digital Innovation**

<b>Vakcode</b>	E_MM_IDI ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.

<b>Coördinator</b>	prof. dr. B.J. van den Hooff
<b>Examinator</b>	prof. dr. B.J. van den Hooff
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

### Doel vak

After successfully completing this course, students will:

- Understand the fundamental basics of hardware, software and networking that form the basis for digital innovation
- Be able to link past, current, and emerging technologies to digital innovation
- Be able to explain recent technological developments related to big data, social media, mobile, cloud computing and the Internet of Things
- Master the technological fundamentals of designing and developing innovative digital tools.

### Inhoud vak

Digital innovation relates to “a product, process, or business model that is perceived as new, requires some significant changes on the part of adopters, and is embodied in or enabled by IT” (Fichman et al., 2014). In this course, we focus on the technological developments that have given rise to digital innovation. Topics addressed include the fundamental developments in hardware, software and networking that form the basis for digital innovation. Issues like the increasing processing and storage capacity of digital devices, the miniaturization of technology, smarter software and the increasingly interconnected nature of networks will be discussed to provide a basis for understanding where digital innovation comes from – and where it might go to. Secondly, the course addresses recent technological developments in information technology like big data, social media, mobile devices, cloud computing and the Internet of Things. We analyze what possibilities for innovation arose from these developments, and how digital innovations have been developed and implemented in practice. Many practical examples of digital innovations will be discussed in the lectures. Next to the lectures in which these subjects are discussed, students will also put their knowledge about digital innovation into practice in developing an innovative digital tool that connects to the developments and issues discussed in the lectures.

### Onderwijsvorm

Lectures

Computer tutorials

### Toetsvorm

Individual written exam

Group project assignment

### Literatuur

Various papers that will be made available through Blackboard

## Introduction to E-Business and Online Commerce

<b>Vakcode</b>	E_IBA3_IEOC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels

<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. ir. J.W.M. Gerrits
<b>Examinator</b>	prof. dr. ir. J.W.M. Gerrits
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

Knowledge:

- Acquire an understanding of current E-business practices, developments and challenges.
- Have a basic understanding relevant E-business theory from the fields of information systems, economics, computer science, and logistics
- Ability to apply this theory to E-business (decision) challenges.
- Insight into the impact of E-business on business practices and the development of new business models.

### Inhoud vak

Introduction

- Introduction to digital business and e-commerce
- Marketplace analysis for e-commerce
- Managing digital business infrastructure
- E-environment

Strategy and applications

- Digital business strategy
- Supply chain management
- E-procurement
- Digital marketing
- Customer relationship management

Implementation

- Change management
- Analysis and design
- Digital business service implementation and optimisation

### Onderwijsvorm

Lectures

Tutorials

### Toetsvorm

Written Exam - Individual Assessment

### Literatuur

Readings will be announced via Blackboard

### Vereiste voorkennis

None

### Doelgroep

All students wanting to know more about e-business and online e-commerce

## Introduction to Econometrics

<b>Vakcode</b>	E_EOR3_IE ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels

<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J. Schaumburg
<b>Examinator</b>	dr. J. Schaumburg
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

### Doel vak

This course in the minor Applied Econometrics is targeted at non-econometrics students. By the end of this course students will have had an introduction to modern econometric techniques, that will enable them to conduct methodological or empirical analyses of their own. In particular, students will be familiar with both econometric theory and with real-world applications in macroeconomics, finance and business.

### Inhoud vak

A review will be given of estimation and testing in the linear cross-sectional regression model. We will discuss the classical assumptions, and the consequences arising when these assumptions are not fulfilled.

Throughout the course, the focus will lie on developing an intuition for state-of-the-art econometric concepts. A balance will be struck between theoretical derivations and empirical applications. The textbook used (see below) is particularly well-suited for this purpose, as it is targeted at an audience of advanced undergraduate students in economics and business studies. Extensive use will be made of the statistical software Stata, both for in-class illustration and for hands-on exercises.

### Onderwijsvorm

Interactive lectures and exercises in the computer lab.

### Toetsvorm

Final written exam (85%) and practical assignment (15%)

### Literatuur

Stock and Watson (2010), Introduction to Econometrics, 3rd edition.

### Aanbevolen voorkennis

This course builds on the foundations laid either in the sequence of courses in `Kwantitatieve Methoden` (in the Economics programme) or in that of `Statistics` and `Business Mathematics` (in the Business Administration programme). It assumes familiarity with probabilistic concepts such as discrete and continuous random variables, conditional expectations, hypothesis testing and central limit theorems, with the basics of matrix calculus, and with the essentials of regression analysis. This material, excluding matrix calculus, corresponds more or less to chapters 1-5 in Stock & Watson, and students are recommended to refresh their memory prior to the first lecture.

### Overige informatie

Participation in this course is a worthwhile preparation for the methodological elements of Master courses Advanced Microeconomics 4.2 and Empirical Finance 4.2 and is thus recommended to those intending to pursue a Master in Economics or Finance. The econometric techniques discussed will also be beneficial to everyone planning to write an empirical Bachelor's thesis.

## Introduction to Time Series

<b>Vakcode</b>	E_EOR3_ITS ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. F. Blasques Albergaria Amaral
<b>Examinator</b>	dr. F. Blasques Albergaria Amaral
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

### **Doel vak**

This course introduced students to dynamic econometric models and time series analysis.

### **Inhoud vak**

This course covers both theoretical and practical aspects of time series econometrics including the analysis of stationary and non-stationary stochastic processes in economics and finance.

The students are introduced to autoregressive moving average (ARMA) models, autoregressive distributed lag (ADL) models, and error correction models (ECM). Furthermore, the course provides both theoretical and practical insight into parameter estimation in time-series and the use of these models for forecasting, testing for Granger causality, and performing policy analysis using impulse response functions.

Finally, the students are introduced to the fundamental problem of spurious regression in time-series analysis. We find a solution to this problem by taking a journey into the theory and practice behind unit-root test, cointegration tests and error-correction representation theorems.

### **Onderwijsvorm**

Lectures and practical classes. During practical classes time will be made for discussing exercises.

### **Toetsvorm**

Final exam and group assignment – Individual assessment.

### **Literatuur**

Lecture notes and other material provided by teacher.

J. Stock and M. Watson, 2011, Introduction to Econometrics. Prentice Hall.

P. Brockwell and R. Davis, 2010, Introduction to Time Series and Forecasting. Springer.

C. Brooks, 2014, Introductory Econometrics for Finance. Cambridge University Press.

### **Vereiste voorkennis**

None.

### **Aanbevolen voorkennis**



This course builds on the foundations laid either in the sequence of courses in `Kwantitatieve Methoden` (in the Economics programme) or in that of `Statistics` and `Business Mathematics` (in the Business Administration programme). It assumes some familiarity with probability and statistics. This material corresponds more or less to Part I (Chapters 1-3) in Stock & Watson, and students are recommended to refresh their memory on this prior to the first lecture.

### Doelgroep

This course in the minor Applied Econometrics is targeted at both econometrics and non-econometrics students.

## Investments

<b>Vakcode</b>	E_EBE3_INVES ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. T.C. Dyakov
<b>Examinator</b>	dr. T.C. Dyakov
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

This course offers a comprehensive introduction to the world of investments. The course is structured in four broad parts, covering fundamental areas of investments: Portfolio theory and asset pricing; Empirical evidence on security returns and portfolio management; Fixed-income securities and; Options, futures and other derivatives. All four parts of the course are closely knitted to the learning goals of Quantitative skills, Academic skills, and Bridging theory and practice.

By the end of the course students should be able to:

- compute fundamental risk-management techniques: Value-at-Risk and Expected Shortfall;
- apply the Markowitz portfolio selection model and construct an efficient frontier of risky assets;
- compare the Capital Asset Pricing Model (CAPM) against the Arbitrage Pricing Theory. Test the predictions of the CAPM;
- price fixed income securities and construct the Term Structure of Interest Rate;
- solve portfolio immunization problems by matching the duration of assets and liabilities;
- build a binomial tree and apply the Black-Scholes formula.

### Inhoud vak

Investment decisions take a prominent role in everyday life. We can think of investment decisions taken by institutional investors (banks, insurance companies, pension funds, mutual funds), but also of financial decisions taken by individual households (additional pension savings, savings for children education, buying a house, etc.). Investment theory is also strongly linked to risk management. The importance of sound decision making in this field has been underlined by recent experiences

on financial markets, law suits involving complex financial products for retail clients, etc. The key objective of this course is to provide understanding of the pricing of different asset classes and insights into the principles of investment analysis. A framework is developed that allows one to address a variety of (at first sight) completely different investment problems in a unified way.

### Onderwijsvorm

Lectures.

Tutorials.

### Toetsvorm

Written exam – individual assessment.

(Interim) Assignment(s) – group assessment.

### Literatuur

Zvi Bodie, Alex Kane and Alan J. Marcus: Investments and Portfolio Management, McGraw Hill (latest international edition).

Additional readings might be announced on Blackboard.

### Vereiste voorkennis

Finance I or equivalent.

### Aanbevolen voorkennis

Finance II or equivalent.

The course relies on prior knowledge on linear algebra and statistics (Quantitative Research Methods I and II). Even though it offers a very brief introduction to

the concepts and tools in this area that we will primarily use, students are strongly advised to review this material from relevant courses in the first two years of studies.

### Overige informatie

This course provides the knowledge basis for students aiming at an MSc in Finance and a career in the financial sector.

## Investments

<b>Vakcode</b>	E_EBE3_INV ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. T.C. Dyakov
<b>Examinator</b>	dr. T.C. Dyakov
<b>Docent(en)</b>	dr. T.C. Dyakov
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid.

At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to

the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Islam en Europese cultuur

<b>Vakcode</b>	G_ISLEURCUL ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Godgeleerdheid
<b>Coördinator</b>	dr. M. Aulad Abdellah
<b>Examinator</b>	dr. M. Aulad Abdellah
<b>Docent(en)</b>	dr. M. Aulad Abdellah
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Doel vak

De student:

- kent de belangrijkste verschillen en overeenkomsten tussen islamitische en westerse jurisprudentie;
- kan de wederzijdse beeldvorming van westerse en islamitische zijde omtrent de positie van de islam in het Westen onderscheiden en kritisch evalueren en zelf genuanceerde standpunten uitwerken waarbij rekening wordt gehouden met beide perspectieven;
- is in staat bepaalde religieuze vraagstukken in de westerse context op een kritische en wetenschappelijke manier te benaderen;
- is in staat jurisprudentie (Fiqh) toe te passen in de westerse samenleving inzake bepaalde kwesties.

### Inhoud vak

De module focust op de islamitische visies vanuit de fiqh ten aanzien van kwesties waaromtrent moslims in het Westen een positie proberen te bepalen. Het gaat over kwesties als Islamitische ethiek en jurisprudentie, de geschiedenis van de islam en moslims in Europa ; het recht van minderheden (fiqh al-aqalliyat); Islam als minderheidsgodsdienst: confrontatie en consensus; de westerse beeldvorming over de Islam; afvalligheid binnen de Islam; de scheiding tussen religie en staat; het ritueel slachten; de jihâd, de godsdienstvrijheid, Gelijkheid tussen man en vrouw in de islam, de relatie tussen moslims en niet moslims in het westen. De voorbeeldfunctie van Al Andalusië (Spanje) als ontmoetingsplaats voor verschillende religies en culturen in het Westen komt eveneens aan de orde.

### Onderwijsvorm

Hoor- en werkcollege.

### Toetsvorm

schrijfpoddracht (20%), schriftelijk tentamen (80%)

### Literatuur

Saeed, A., en Saeed H., Freedom of Religion: Apostacy in Islam. Hampshire: Ashgate Publishing LTD., 2004;  
Koningsveld, P.S. van, Sprekende over de Islam en de moderne tijd. Utrecht: Prometheus, 1993, 9-33;

Fetzer, Joel S., en Soper, J. Christopher, Muslims and the State in Britain, France and Germany. Cambridge: Cambridge University Press, 2005;

Roy, Oliver, De islam en de scheiding van kerk en staat. Amsterdam: Van Genneep, 2006, 7-71;

Rutger De Reu, Jihadistische rekrutering in Europa. Gent: Universiteit Gent, 2004-2005, 14-126;

Marzouk Aulad Abdellah, Burgers en barbaren: Over oorlog tussen recht en macht, in: Rechtvaardige oorlog in de Klassieke islam, Amsterdam: Boom, 2007, 307-316.

Powerpoints.

### Aanbevolen voorkennis

Usul al-Fiqh (G\_USULFIQH) en Arabisch.

### Overige informatie

Als een derdejaars vak is deze module een vervolg op fiqh (islamitische ethiek) modules en behandelt usul al-fiqh kwesties van hoog niveau. Aanwezigheid 80%.

## Islamitische ethiek

<b>Vakcode</b>	G_ISLAMET ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Godgeleerdheid
<b>Coördinator</b>	dr. M. Aulad Abdellah
<b>Examinator</b>	dr. M. Aulad Abdellah
<b>Docent(en)</b>	dr. M. Aulad Abdellah
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Inhoud vak

De module focust op de volgende onderwerpen onder andere :  
 Usul al fiqh; een historisch overzicht van de Usul Al-fiqh;  
 onderzoeksmethoden van Usul Al-Fiq; definitie van Usul Al-Fiqh;  
 technische begrippen van deskundigen op het gebied van Usul al-Fiqh de vijf categorieën van Al-ahkam al-taklifia ; Categorieën van Waadjib plichten; de categorieën van al-Hukm al-Wad'io; omschrijving van de Koran en zijn categorieën; de plaats van de Koran binnen de Usul Al-Fiqh;(consensus) al-Idjma; de redenering bij al-qiyas (analogie); concept van almaslahatul Mursalah (algemeen belang); urf (het gewoonterecht ); Sadd Adzaraai (blokkeren van de middelen ); en de Al-istihsan (voorkeur).

### Onderwijsvorm

Hoor- en werkcollege

### Toetsvorm

Schriftelijk tentamen:(65 %); Schrijf opdracht (20 %); Participatie tijdens colleges:(15 %)

### Literatuur

#### Verplichte literatuur

- Mohammad Hasim Kamali, Principles Islamic Jurisprudence, The Islamic Texts Society, 1989.
- Michael Mumisa, Islamic Law Theory Interpretation (first edition), Omana publications, 2002 ( pp.1-141).
- Dr. Mohammed Wahba Zohayli, Usul Al-Fiqh Al-Islami, Daar Al-Fikr, Beirut 1989 ( pp.46-60, pp.67-87 en pp.72-107).
- Marzouk Aulad Abdellah PowerPoint

#### Aanvullende literatuur

- T.H.W. Juyanboll, Handleiding tot de kennis van de Mohammedaanse wet volgens de leer der Sjafi'itische school, Leiden 1930 (pp. 16-51).
- Ruud Peter, Inleiding tot Usul Al-Fiqh en rechtsscholen: Eigen karakter van de sjarie'a in Islam: Norm Ideaal en Werkelijkheid, plaats: geen, 1984 (pp. 167-176).
- J.J.G. Jansen, Nieuwe inleiding tot de Islam, uitgeverij Coutinho, 1987 (pp. 27-31).

#### Vereiste voorkennis

Arabisch VI

#### Aanbevolen voorkennis

Islamitische ethiek en Arabisch VI

### Islamitische theologie/Kalam

<b>Vakcode</b>	G_ISLMTHKAL (100037)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Godgeleerdheid
<b>Coördinator</b>	dr. M. Ajouaou
<b>Examinator</b>	dr. M. Ajouaou
<b>Docent(en)</b>	dr. M. Ajouaou
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

#### Doel vak

- De student kan het ontstaan, de ontwikkeling en de fundamenteën van de pre-Kalam scholen (al-Murji'a, Khawāridj, Quadarriya en Djabriyya) en de Kalam (Mu'tazilla, Asj'ariyya en Maturdiyya) beschrijven;
- Kan de methodologische en theoretische wortels van de Kalam in de islamitische traditie identificeren;
- Kan de islamitische religiositeit vanuit het oogpunt van de mutakallimun (oprichters van Kalam scholen) doorgronden;
- Maakt kennis met belangrijke vraagstukken van de 'ilm al-Kalam zoals: wat is de meetlat van het geloof en ongeloof is? Wat is de positie van de ongelovige? Hoe te debatteren met andersgelovigen binnen en buiten de islam? Hoe vrij is de mens? Wie heeft het primaat: rede of de schrift en waarom? Enzovoort.
- Is in staat het huidige religieuze islamitische discours aan de hand van de discussie van 'ilm al-Kalam in grote lijnen te analyseren;

•Is in staat om eigen standpunten inzake de behandelde materie te formuleren, onderbouwen en verdedigen in mondelinge en schriftelijke presentaties.

### **Inhoud vak**

•Waarom is 'ilm al-Kalam ontstaan en wat betekende het toen en nu voor het islamitische geloof en het islamitische denken?

•Welke plaats neemt 'ilm al-Kalam in het islamitische denken en hoe verhoudt het zich tot de klassieke islamitische wetenschappen zoals Koran- en Hadith wetenschappen en de rationele disciplines zoals islamitische filosofie?

•Wat was het antwoord van 'ilm al-Kalam op religieuze vraagstukken zoals God en goddelijke eigenschappen, profeetschap, hiernamaals, de predinatieleer, vrije wil, majeure zonden en de meetlat van geloof en ongeloof?

•Wat is goed en kwaad (islamitisch ethiek) volgens mutakallimun en wat kunnen moslims hedendaags leren van hun visies?

De module tracht antwoord te geven op deze vragen. Centraal staat hierbij de betekenis van 'ilm al-Kalam voor de hedendaagse islamitische theologie en religiositeit.

### **Onderwijsvorm**

Hoor- en werkcollege met schriftelijke opdrachten, praktijkopdrachten in het veld en presentaties (20%), schrijfofdracht (20%) en afsluitend schriftelijke toets (60%).

### **Toetsvorm**

Active participatie middels collegevoorbereiding, het maken van opdrachten (waaronder schrijfofdracht 20%), het geven van presentaties en het deelnemen aan discussie; afsluitend schriftelijk tentamen over de stof.

### **Literatuur**

Verplicht:

Ajouaou, M. Wie is moslim? Geloof en secularisatie onder westerse moslims. Zoetermeer: Meinema, 2014.

Reeth, Jan M.F. van, Kalâm. Arabisch denken over God en wereld. Antwerpen / Apeldoorn: Garant, 2011.

Winter, Tim (ed.) Classical Islamic Theology. Cambridge: Cambridge University Press, 2008.

Additioneel:

Wolfson, H. Austryn, The Philosophy of the Kalam. Cambridge, MA / London: Harvard University Press, 1976.

### **Vereiste voorkennis**

Geen

### **Doelgroep**

Studenten traject Islam, Islam studies, Theologie en religiestudies en studenten die geïnteresseerd zijn in het islamitisch denken, islamitische ethiek, islamitische religiositeit en de leefwereld van moslims.

## Overige informatie

Aanwezigheid 80%.

## Joodse religieuze culturen

<b>Vakcode</b>	L_GCBAALG006 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. B.T. Wallet
<b>Examinator</b>	dr. B.T. Wallet
<b>Docent(en)</b>	dr. B.T. Wallet
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

### Doel vak

De student: • verwerft inzicht in de voornaamste ontwikkelingen in de geschiedenis van 400 jaar joden in Nederland, met daarbij oog voor de verwevenheid met de Nederlandse samenleving én met transnationale joodse netwerken; • verwerft kennis over de inhoudelijke en rituele transformatie van het jodendom in de Nederlandse context; • is in staat op een specifiek onderwerp in de Nederlands-joodse religiegeschiedenis zijn/haar kennis te verdiepen door middel van historisch onderzoek.

### Inhoud vak

Sinds de zestiende eeuw kent Nederland joodse gemeenschappen, die vaak als spreekwoordelijke minderheid de lakmoestest vormden voor de tolerantie van de dominante cultuur. Sefardische en Asjkenazische joden ontwikkelden beide binnen de parameters van de politieke mogelijkheden hun eigen religieuze cultuur. Daarbij is er van de zestiende tot in de eenentwintigste eeuw voortdurend sprake van interactie met bredere culturele ontwikkelingen en transnationale netwerken. In deze module wordt een grand narrative geboden van de vroegmoderne en moderne Nederlands-joodse geschiedenis, met daarbij aandacht voor religieuze culturen, intellectuele ontwikkelingen en sociale bewegingen. Naast de hoorcolleges zijn er werkcolleges, waarbij de studenten het thema 'het rabbinaat in het Nederlandse jodendom' verder uitdiepen. Daarover wordt ook zelfstandig een eindpaper geschreven.

### Onderwijsvorm

Hoorcolleges, werkcolleges en zelfstandig onderzoek.

### Toetsvorm

Mondelinge presentatie en eindpaper.

### Literatuur

Tirtsah Levie Bernfeld en Bart Wallet, Canon van Joods Nederland (te verschijnen). Artikelen via Blackboard.

### Aanbevolen voorkennis

Voorkennis is niet vereist. Kennis van Hebreeuws en Jiddisch strekt niettemin tot aanbeveling.

**Doelgroep**

Studenten met belangstelling voor geschiedenis, jodendom, religie-, integratie- en migratievraagstukken.

**Overige informatie**

Deze module maakt deel uit van de minor 'God in Nederland'.

**Judgment and Decision Making**

<b>Vakcode</b>	E_BK3_JDM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. K.M.T. Millet
<b>Examinator</b>	dr. K.M.T. Millet
<b>Lesmethode(n)</b>	Hoorcollege, Instructiecollege, Werkcollege
<b>Niveau</b>	300

**Doel vak**

**Academic Skills:** You will analyze and reflect on existing literature on judgment and decision making and apply this knowledge to examples and problems from business and public policy.

**Knowledge:** You will obtain a deeper understanding of theories, methodology (experiments and field studies) and findings on heuristics and biases in the area of judgment and decision making, from psychology and behavioral economics.

**Bridging Theory and Practice:** You will make use of theoretical knowledge and concepts such as biases, decision processes, risk perception to understand and analyze human decision making in practical settings. We will focus on business and policy decisions, but also draw from health and other settings.

**Inhoud vak**

This course provides an overview of scientific research on judgment & decision making, where psychology and economics collide and collaborate to understand human behavior. It provides you with the basic knowledge of theories, concepts and methods that is necessary to understand how decisions are made. The course is inspired by the groundbreaking, nobel-prize winning work of Kahneman and Tversky as well as other seminal work and research programmes of other leading thinkers in the field (and society). One of the main topics of the course will be the question of how and when humans deviate from rational thinking. This is captured by a well-documented array of heuristics and biases, that help us to make reasonable and accurate decisions in some areas, but may crucially misguide us in others. We will discuss research that documents several well-known biases, such as anchoring effects, hindsight bias, endowment effects and loss/gain framing. We will also study how decisions and behaviors are influenced by our physical and social environment. Topics covered include social decision making, (dis)honesty and forecasting among others.

**Onderwijsvorm**

Lectures and tutorials



**Toetsvorm**

written exam – individual assessment  
(interim) assignment – group assessment

**Literatuur**

tba

**Vereiste voorkennis**

none

**Aanbevolen voorkennis**

none

## Knowledge Management

<b>Vakcode</b>	E_IBK3_KM ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. M.H. Rezazade Mehrizi
<b>Examinator</b>	dr. M.H. Rezazade Mehrizi
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

**Doel vak**

The course enhances your knowledge and skills with regards to knowledge management theories and practices. More specifically, the course aims at the following learning objectives:

**Academic skills:**

Learn and critically analyze knowledge management theories and gain the experience of theorizing via abstracting the research findings and discussing them against the existing literature.

**Research Skills:**

Gain experience in conducting empirical research, by participating in small research projects, within the field of knowledge management.

**Knowledge:**

Have an in-depth understanding of the importance and implications of knowledge as the main organizational resource for knowledge-intensive organizations.

**Bridging theory and practice:**

Learn how to bridge theory and practice by formulating a research question, collecting and analyzing data and drawing conclusions for theory and practice.

**Social skills:**

Improve your social skills by working in teams and interacting with organizations.

**Broadening your horizon:**

Broaden your horizon by learning various theories related to knowledge management and acquire a critical, integrated, perspective on KM.

**Self-awareness:**

Enhance your self-awareness of your research skills and domain knowledge via team discussions.

## **Inhoud vak**

Around 80% of the market value of leading companies such as Google, Amazon, Apple come from their intangible assets in general, and their knowledge in particular. Can you imagine that a bank or a small software company works without effective use of the expertise that their employees have? That's why companies like Shell not only spend massive efforts to manage their knowledge, but also gain hundred millions of Euros each year by effective management of their knowledge. In other words, creating, sharing, and utilizing knowledge is the core fabric of successful organizations.

Think, for example, of a multi-national company like Heineken: how can Heineken make sure that benefits from what its employees know and the expertise developed in one part of the company can be shared with and used by members in other parts? How can Nike make use of all the creative ideas that are developed within various online communities, such as Niketalk.com and competitors' online communities? Such questions are on the minds of many managers today. The course helps you understand the inter-disciplinary nature of knowledge management (KM) and its importance for organizations to improve their performance and innovation. The course also provides you with practical insights that you can rely on when you serve as a manager, consultant, and entrepreneur for dealing with KM challenges.

As a result, when you work for organizations, knowledge management is part of your day-to-day activities, for which the course provides you with ample insights. Furthermore, new trends such as crowdsourcing, flexible work, and new ways of working have heightened the importance of KM, yet adding further challenges to it. For instance, new knowledge sharing mechanisms are needed when organizations run innovation projects via crowdsourcing of innovation challenges online (e.g., via "InnoCentive").

In spite of its importance, managing knowledge is challenging. Knowledge often is tacit and hidden in human capabilities and social interactions. It is difficult to pin point knowledge and capture it, since its fluidity requires paying attention to a range of social and motivational factors.

This KM course is meant to help you to understand these new organizational challenges and to think of possible solutions. The course not only offers various insights into how organizations manage their knowledge, but also poses novel questions and challenges that you can explore further and conduct research on. To gain a deep understanding of knowledge management, you conduct a research project in an organization to examine a specific knowledge management challenge and provide insights about it by drawing on scientific literature.

The course provides several opportunities for you to interact with organizations, to learn from hands-on managers and consultants who will give guest lectures, and to be exposed to various job opportunities related to knowledge management.

## **Onderwijsvorm**

Lectures  
Tutorials

## **Toetsvorm**

Group project; interim assessments; and final evaluation

## **Literatuur**

A selection of book chapters and academic articles to be announced.

## Aanbevolen voorkennis

BK:

2.1 Business Information Technology; 2.4 Technology and Innovation Management; 2.4; 2.5 BRM II Qualitative research methods

IBA:

2.1 Business information systems; 2.4 Digital innovation and virtual organizations in a global setting; 2.5 BRM II – Qualitative research methods

## Knowledge Management

<b>Vakcode</b>	E_BK3_KM (61322100)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. M.H. Rezazade Mehrizi
<b>Examinator</b>	dr. M.H. Rezazade Mehrizi
<b>Docent(en)</b>	dr. M. Soekijad, dr. P.R. Tuertscher, prof. dr. ir. J.J. Berends, dr. M.H. Rezazade Mehrizi
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

## Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid.

At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Kopstukken I

<b>Vakcode</b>	W_BA_KOPI ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. M. Martijn
<b>Examinator</b>	prof. dr. M. Martijn
<b>Docent(en)</b>	prof. dr. M. Martijn
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

## Doel vak

Het doel van deze collegereeks is het verwerven van kritische kennis van een aantal hoogtepunten uit de antieke en middeleeuwse wijsbegeerte. Dat wil zeggen dat je na dit college (1) kennis hebt van het gedachtengoed

van een aantal grote denkers uit de westerse wijsbegeerte in Oudheid en Middeleeuwen, (2) inzicht hebt in de vragen waarop die wijsbegeerte een antwoord probeert te zijn.

Na dit college ben je in staat (1) filosofische teksten uit Oudheid en Middeleeuwen te interpreteren, (2) een aantal filosofische kernbegrippen te hanteren, (3) in eigen woorden de ontwikkeling van de antieke en middeleeuwse wijsbegeerte te schetsen.

### **Inhoud vak**

Dit college bestrijkt de westerse wijsbegeerte van de 6e eeuw v.Chr. tot en met de 14e eeuw n.Chr. en beoogt een inleiding te zijn in de Antieke en Middeleeuwse wijsbegeerte aan de hand van het gedachtegoed van Plato, Aristoteles, Boethius, Thomas van Aquino en Ockham. We zullen ons concentreren op de relatie tussen wereld, denken en taal (metafysica, epistemologie, logica).

### **Onderwijsvorm**

Interactief hoorcollege; werkcollege tekstanalyse.

### **Toetsvorm**

Wekelijkse opdrachten ter voorbereiding op de werkcolleges; afsluitend tentamen. De opdrachten moeten voldoende zijn, het tentamen bepaalt het eindcijfer.

### **Literatuur**

- Reader Kopstukken I 1617

### **Doelgroep**

Minorstudenten Filosofie; verplicht voor Premasterstudenten Wijsbegeerte.

## **Kopstukken II**

<b>Vakcode</b>	W_BA_KOPII ()
<b>Periode</b>	Periode 2+3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.M. Halsema
<b>Examinator</b>	dr. J.M. Halsema
<b>Docent(en)</b>	dr. J.M. Halsema, dr. C.H. Krijnen
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

### **Doel vak**

Studenten verwerven: 1. kennis en inzicht in grondvragen van de filosofie; 2. kennis en inzicht in de grondgedachten van een aantal hoofdfiguren uit de filosofische geschiedenis van de 17e-20e eeuw; 3. inzicht in verbanden en verschillen tussen de belangrijkste stromingen in de moderne en hedendaagse wijsbegeerte.

Studenten oefenen: 1. de vaardigheid om teksten uit de filosofische geschiedenis te bestuderen en kritisch te beschouwen; 2. academisch oordeelsvermogen; 3. argumentatieve vaardigheden; 4. mondelinge en schriftelijke uitdrukkingsvaardigheden.

### **Inhoud vak**

In dit vak worden een aantal grote denkers uit de filosofische geschiedenis van de 17e tot en met de 20e eeuw behandeld die een onuitwisbare invloed hebben uitgeoefend op het filosofische denken in het algemeen en het denken over wetenschap en cultuur in het bijzonder. Achtereenvolgens komen aan de orde: Descartes, Hume, Kant, Hegel, Nietzsche, Heidegger, Arendt, Wittgenstein en Foucault.

### **Onderwijsvorm**

Hoor- en werkcolleges

### **Toetsvorm**

Protocol over de primaire literatuur (20%); tussentoets over moderne filosofie met essayvragen (40%); eindtoets over hedendaagse filosofie met essayvragen (40%). Er geldt een verplichte aanwezigheid van 80% bij de colleges in deel I en 80% in de colleges van deel II omdat anders de leerdoelen niet kunnen worden bereikt.

### **Literatuur**

Handboek: Selectie uit A. Braeckman, B. Raeymakers, G. van Riel, Wijsbegeerte. Leuven: Lannoo Campus, 2010 of latere editie. H.J. Störig, Geschiedenis van de filosofie (editie 2000 of later). Primaire literatuur (ongeveer 30 pagina's per werkcollege). Nadere informatie volgt via Blackboard.

### **Doelgroep**

Minor studenten; premasterstudenten

### **Overige informatie**

Deze module maakt onderdeel uit van de Universiteitsminor Filosofie.

## **Leadership: Mobilizing People**

<b>Vakcode</b>	E_BK3_LMP ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. B.R. Spisak
<b>Examinator</b>	dr. B.R. Spisak
<b>Lesmethode(n)</b>	Hoorcollege, Instructiecollege, Werkcollege
<b>Niveau</b>	300

### **Doel vak**

Leadership in the sense of 'getting things done through people', requires all sorts of interpersonal influencing skills. However, increasing both personal effectiveness and team output, requires being able to analyze employee or manager behavior in order to understand both its person-related determinants (e.g., intelligence or motivation), and work situation-related causes (e.g., nature of the team or type of organization).

For that reason, you will investigate two main types of frameworks (theories, models) for studying leadership. In particular you will focus

on the difference between 'dimensional' (generalized personal styles) or 'situational' (concrete work) approaches, and apply both to examples of leadership. For instance, in studying leadership as a means for interpersonal influence, you will learn to use both leadership questionnaires and case materials, focusing either on the leader as a person, or on the leader as a job task. Obviously this requires an understanding of the theoretical and methodological assumptions underlying both approaches.

In both cases, key to leadership will appear to be decision making: both with respect to what needs to be done (which competences, which skills?) and with respect to how to assess the effectiveness of what will be done (which criterion, for instance human consideration or organizational effectiveness?). An important application will be the case of ethical leadership.

### **Inhoud vak**

**Academic Skills:** You will analyze and critically reflect on existing literature on leadership and related areas, and translate this knowledge to different types of settings.

**Knowledge:** You will obtain a deeper understanding of the theoretical and methodological domain of leadership research

**Bridging Theory and Practice:** Ability to deal creatively and systematically with problems that arise in professional practice. This course will help you to structure and solve practical issues in the area of leadership and management, by applying relevant theoretical and methodological concepts.

**Social Skills:** You will work in small teams and in larger teams during exercises to assess and practice skills of interpersonal influence.

**Self-awareness:** You will develop a deeper understanding of your own leadership skills, in particular with respect to the context of ethical decision making.

### **Onderwijsvorm**

Lectures and tutorials

### **Toetsvorm**

Written exam - individual assessment  
(interim) assignments - group and/or individual assessment

### **Literatuur**

To Be Announced. Will include a textbook and journal articles.

## **Macroeconomics II**

<b>Vakcode</b>	E_EBE2_MACEC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. B.A. Brugemann
<b>Examinator</b>	dr. B.A. Brugemann
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

## **Doel vak**

We will study in depth the problems of fiscal and monetary policy that have faced European policy makers in recent years (Bridging Theory and Practice). Before examining what researchers have done, you will try to develop your own approach to researching the problem (Academic Skills). You will then learn about what current macroeconomic research has to say about these problems, thereby acquiring a more advanced foundational knowledge of macroeconomics (Knowledge), while applying the quantitative skills you acquired in previous courses (Quantitative Skills). After seeing what researchers have done, you will reflect on whether this work is convincing (Academic Skills). You will write a policy brief as part of a consulting team, honing your social skills, taking another step in your general development by connecting your academic training with current events (Bridging Theory and Practice; Social Skills: Research Skills).

At the end of the course:

- you will be able to name and explain the main challenges in empirically identifying the causal effects of monetary and fiscal policy;
- you will be able to read recent empirical research papers on fiscal and monetary policy in such a way that you can categorize how the papers have dealt with these challenges of identifying causal effects;
- you will be able to work with two-period versions of the main models used in current economic research to think about the effects of monetary and fiscal policy: the Real Business Cycle Model and the New Keynesian Model; in particular, you will be able to solve for the equilibrium of such models using calculus and equation-solving, and use your solution to determine the direction of the effects of fiscal and monetary policy on macroeconomic variables;
- you will be able to recognize and explain the mechanisms that generate the effects of fiscal and monetary policy in these models, correctly applying concepts including income effects, substitution effects, rigid nominal prices, and the liquidity trap;
- you will be able to evaluate the effectiveness of fiscal and monetary policy in dealing with macroeconomic problems, weighing the available empirical evidence and theoretical findings, and be able to compose short essays that present your evaluation in a coherent way;
- for a specific current problem related to fiscal and monetary policy, you will be able to find relevant empirical and theoretical research, evaluate the implications of this research, and combine it with the knowledge acquired in the course to develop a solution to the problem; you will be able to compose an argument supporting your solution in the form of a policy brief.

## **Inhoud vak**

In recent years, policy makers in Europe have been confronted with important decisions concerning fiscal and monetary policy. Should governments implement austerity measures? If so, is it better to cut spending or raise taxes? Should the ECB use quantitative easing to promote the recovery? Would it be better for Greece to leave the Euro?

In this course we will put ourselves in the shoes of policy consultants. We will think about ways to approach these policy questions, examine empirical and theoretical research by macroeconomists relevant for these questions, reflect on how convincing this research is, and develop research-based solutions in the form of policy briefs.

### Onderwijsvorm

The course uses a flipped classroom approach. This means that we do not use traditional lectures in the class meetings. Rather, we provide readings, videos, and exercises which you use to prepare for class meetings. Most of the time in class meetings is devoted to interactive activities that help us to make sense out of the materials you prepared. There are two class meetings and one workgroup per week.

### Toetsvorm

Written exam - individual assessment.  
Regular assignments - individual assessment.  
Policy brief - group assessment.

### Literatuur

There is no required textbook for this course. We provide extensive notes and videos and assign additional readings from academic journals, newspapers and magazines, and blogs.

### Aanbevolen voorkennis

Quantitative Research Methods I, Microeconomics I, Macroeconomics I, Academic Skills.

## Macro-economie

<b>Vakcode</b>	E_EBE3_MAEC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. B.A. Brugemann
<b>Examinator</b>	dr. B.A. Brugemann
<b>Docent(en)</b>	dr. B.A. Brugemann
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Management Accounting

<b>Vakcode</b>	E_EBE2_MANAC ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. E. Wiersma



<b>Examinator</b>	dr. E. Wiersma
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### **Doel vak**

Tijdens deze cursus leer hoe je de academische literatuur in de accounting discipline kunt gebruiken om keuzes die bedrijven maken ten aanzien van de keuze van management accounting methoden beter te begrijpen en op welke manier onderzoek in deze discipline wordt bedreven (Academische vaardigheden, Link met de praktijk). Je leert hoe je zelf onderzoek kunt opzetten voor je bachelor en masterscriptie en hoe je kritisch kunt reflecteren op management accounting onderzoek (Onderzoeksvaardigheden). Je krijgt inzicht in verschillende management accounting technieken en de invloed van betreffende technieken op het gedrag van en beslissingen door managers (Vakkennis).

Meer concreet leer je:

- op welke gronden bedrijven een keuze kunnen maken uit verschillende management accounting technieken;
- wat de invloed is op menselijk gedrag van de verschillende management accounting technieken;
- dat management accounting technieken zijn ontworpen op basis van verschillende economische en gedragsmatige theorieën;
- dat management accounting een dynamisch vak is waarin continu onderzoek wordt gepubliceerd dat nieuwe inzichten genereert;
- dat management accounting een "evidence based" discipline is;
- hoe je inzichten vanuit de wetenschappelijke literatuur kunt vertalen naar de manier waarop management accounting-technieken worden toegepast in de praktijk;

Verder krijg je:

- inzicht in een breed scala aan onderwerpen die je zelf zou kunnen onderzoeken in je bachelor en masterscriptie en inzicht in hoe je dat zou kunnen onderzoeken;
- door het presenteren en het becommentariëren van artikelen een goed inzicht in de sterke en zwakke punten van gepubliceerd onderzoek.

### **Inhoud vak**

Tijdens Accounting I en Accounting II heb je de werking van alle accounting methoden eigen gemaakt. In deze cursus gaan we (i) analyseren waarom bedrijven voor bepaalde management accounting methoden kiezen en (ii) onderzoeken hoe individuele managers en werknemers reageren op accounting informatie. We doen dit aan de hand van het behandelen van empirische accounting literatuur.

### **Onderwijsvorm**

Hoorcolleges.  
Werkcolleges.  
Q&A-college (in week 7).

### **Toetsvorm**

Presentatie/review papers - groepsbeoordeling.  
Tussentoets – individuele beoordeling.  
Tentamen – individuele beoordeling.

### **Literatuur**

Set van artikelen. Elke week wordt een aantal artikelen uit de wetenschappelijke literatuur behandeld. Deze zijn te downloaden via [ubvu.vu.nl](http://ubvu.vu.nl), electronic journals.

#### Vereiste voorkennis

Geen.

#### Aanbevolen voorkennis

Accounting I en II , Academic Skills, Quantitative Research Methods I en II.

#### Overige informatie

Geen.

## Management Accounting and Control

<b>Vakcode</b>	E_BK3_MAC ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. H.C. Dekker
<b>Examinator</b>	prof. dr. H.C. Dekker
<b>Docent(en)</b>	prof. dr. H.C. Dekker, dr. B.J. Bruin
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

#### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid.

At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Management and Organization: Consulting Debates

<b>Vakcode</b>	E_EBE3_MO ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. H.S. Heusinkveld
<b>Examinator</b>	dr. H.S. Heusinkveld
<b>Docent(en)</b>	dr. H.S. Heusinkveld, dr. K. van Bommel
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

#### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Managing and Improving Quality

<b>Vakcode</b>	E_IBK3_MIQ ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. Y. Ghiami
<b>Examinator</b>	dr. Y. Ghiami
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### Doel vak

Managing and improving quality is a critical activity in any modern business organization. Quality is directly linked to productivity, competitiveness, customer satisfaction, business growth, elimination of waste and other non-value added activities, and overall business success. Cycle time and throughput is just as important in a hospital emergency room as it is in a semiconductor factory. Defects and errors don't occur just in factories, they occur in transactional and service business such as banks, insurance companies, and hospitals. Even your local and national governments have a keen interest in improving service quality in operations such handling tax forms and information requests, issuing driving licenses and international passports etc . Quality management has therefore become a well-known management philosophy, which has been adopted in many disciplines.

Contemporary organizations form networks with other businesses and organizations with which they have direct or indirect commercial relationships. These so-called supply chain networks aim at the integration of the integration of systems of customers, suppliers, technology and people to best meet customer demand. Successful quality management has the same ambition and scope. Quality management and improvement therefore represents an essential skill for supply chain managers. At the same time, the supply chain offers a unifying theme to apply the integration of systems of customers, suppliers, technology and people in quality management.

This course aims to equip students with practical quality management and improvement techniques using tools that are grounded in research.

Students learn how to describe and analyse quality problems (learning objective "academic skills") in order to understand the role of quality management in organizations (learning objective "knowledge") Students will be able to identify and select appropriate quality measurement and management techniques to study, quantify and improve a quality problem (learning objective "quantitative skills") and to apply results from academic research in practical case settings (learning objective "bridging theory and practice") and critically reflect on the research (learning objective "research skills"). Students present their findings

(learning objective “social skills”).

### **Inhoud vak**

Quality problems usually are the outcome of uncontrolled or excessive variability in product or service characteristics that are critical to the customer. Statistical tools and other analytical methods play an important role in solving these problems. However, these techniques need to be implemented within a management structure that will ensure success. We focus on both the management structure and the statistical and analytical tools. We focus on the following aspects in the course:

- Management aspects of quality
- Statistical process control
- Acceptance sampling
- Process Design
- Quality Function Deployment
- Design of experiments for improving quality
- Six sigma methodology

We furthermore aim to involve students in the entire process of performing a quality assessment and improvement cycle by studying a real-life case.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Written exam – Individual assessment  
(Interim) Assignment(s) – Group assessment

### **Literatuur**

To be announced

### **Aanbevolen voorkennis**

For BK:

1.1 Business Processes; 1.1 Business Mathematics; 1.4 Supply Chain Management I; 2.4 Supply Chain Management II

For IBA:

1.1 Business Mathematics; 1.4 Global Supply Chain Management; 1.6 Business Processes; 2.5 SCM in Emerging Economies

## **Managing Negotiations: Getting to Yes**

<b>Vakcode</b>	E_BK3_MNGY ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. E.P.H.M. Maassen
<b>Examinator</b>	drs. E.P.H.M. Maassen
<b>Lesmethode(n)</b>	Hoorcollege, Instructiecollege, Werkcollege
<b>Niveau</b>	300

### **Doel vak**

Academic Skills: Students will enhance their analytical ability and be able to identify the need for negotiation skills in an organizational context.

Knowledge:

Students will:

1. identify, predict, and appreciate the role of conflict in social interaction
2. learn how to apply integrative and distributive bargaining strategies
3. understand that negotiation skills reduce stress and frustration
4. understand the significance of workplace diversity and communication styles for developing negotiations skills.
5. develop an awareness of the emotional aspects of dealing with conflict.

Bridging Theory and Practice: Students will apply the knowledge gained from the lectures in simulation exercises.

Social Skills: Students will work in teams and practice negotiation skills via simulation exercises, role plays and case study assignments.

Self-awareness: Students are required to reflect on the content presented in the course and explain how this impacted their personal development.

### **Inhoud vak**

Negotiation is all around you, whether it concerns international disputes, labor agreement negotiations, or even a discussion at home about who does the grocery shopping, all of it involves negotiation.

Therefore, the overall theme of this minor program, is to become an effective decision maker, and this is impossible without learning negotiation skills. The activities in this course consists of three different parts. Throughout the course, we combine theoretical knowledge from the lectures with practical exercises. The three parts of the course are listed below.

Part 1: Conflict and Conflict Resolution. What exactly is conflict? Are there different types of conflict? What is the role of conflict?

Part 2: Negotiation Skills. Is it difficult to become an effective negotiator? Can distributive and integrative negotiation strategies be useful in the workplace?

Part 3: Negotiation and Workplace Diversity. Do emotions play a role in negotiations? Topics in this part will include communication skills for interacting with different cultures, nationalities, gender, sexuality, religions, disabilities and other types of differences in the workplace.

### **Onderwijsvorm**

Lectures and tutorials

### **Toetsvorm**

written exam - individual assessment

(interim) assignment - group and/or individual assessment

### **Literatuur**

tba

## **Marketing in Emerging Economies**

<b>Vakcode</b>	E_IBA2_MEE ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. P. Ozturan
<b>Examinator</b>	dr. P. Ozturan
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### **Doel vak**

This course helps you understand the marketing challenges in the rapidly changing and usually vulnerable emerging economies. We will focus on the theories and best practices that solve complex marketing problems herein. Thus, the main objective is to broaden and deepen the marketing knowledge acquired in the first-year Cross-Cultural Marketing course (Knowledge). You will discuss and compare different perspectives and eventually form your own, unique insights related to marketing in the mature versus emerging economies (Academic Skills). The in- and out-of-class activities e.g., a market research project in an emerging market context enable hands-on application of knowledge (Bridging Theory and Practice). Importantly, the course devotes special attention to developing a global marketer who is aware of his/her working assumptions and is ready to test them in diverse business situations (Self-Awareness, Broadening your Horizon).

### **Inhoud vak**

The course is one of the essential pieces of the semester on the international context of the IBA program and specifically introduces you to the emerging economies context in the field of marketing during Period 5.

When we look at the global landscape today, we see two on-going struggles: the drive for prosperity and development and the desire to retain identity and traditions. On one hand, the economic flux in the developed world is prevailing and the emerging markets are becoming a global growth engine. On the other hand, weak institutions, cultural clashes, and political tensions are encountered in the emerging economies and these make business relationships with the developed world risky.

Today's marketer operates in this international environment and hence has the responsibility to understand and communicate to others in the company about the new world. In essence, the course is designed to help you gain insights about the consumer and competitive landscape in the emerging economies and thereby become the next era's marketer. You will investigate the competencies of the thriving local emerging market companies and the factors that make global companies create successful business models in these economies. As we contemplate on the market driving practices in emerging markets, we will set the stage for deeper insights for the fundamental issues that shape the marketing strategy today.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Written exam - Individual assessment  
Assignment(s) - Group assessment

Class participation - Individual assessment  
Mandatory attendance tutorials

### Literatuur

Chattopadhyay, Amitava, Rajeev Batra, and Aysegul Ozsomer (2012), The New Emerging Market Multinationals: Four Strategies for Disrupting Markets and Building Brands, McGraw-Hill: USA.

Additional (required) materials will be announced via blackboard.

### Aanbevolen voorkennis

1.5 Cross-Cultural Marketing

## Marketing Research

<b>Vakcode</b>	E_BK3_MRES ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. M.H. Morren
<b>Examinator</b>	dr. M.H. Morren
<b>Docent(en)</b>	dr. M.H. Morren
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Marketing Sustainable Innovations

<b>Vakcode</b>	E_IBA3_MSI ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. M.H.P. Kleijnen
<b>Examinator</b>	dr. M.H.P. Kleijnen
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

Marketing sustainable innovations is a subject that is truly interdisciplinary in nature. You will study various perspectives of marketing (Knowledge), driven from an innovation, psychology, value and

behavioural economics point of view. As a result, this course will challenge you to exam and understand sustainability issues from different perspectives, to abstract those insights relevant to specific consumer-related problems when marketing such innovations and to build a well-argued case for successfully launching sustainable innovations (Academic Skills).

Being the last subject in a series of five, this course brings together insights from previous courses, not just from a theoretical but also a practical point of view. Building upon the previous period where you learned about developing and designing sustainable innovations, this course takes you to final stage in effectively launching that innovation into the market (Bridging Theory and Practice).

This assignment is completed in a bootcamp-style setting, where you work intensively during a short time period in a team setting (Social Skills). Such 'pressure-cooker' situations challenge you to source various skills to create not only optimal content (a marketing plan) but also an effective team, where tasks and time are managed well and you can constructively reflect on your own as well as your team members' performance (Self-awareness).

### **Inhoud vak**

Building on the preceding subjects in the minor Sustainability and Innovation, this course analyzes the final element in the value chain: bringing sustainable products and services to the market. The course will end with a boot camp in which the students are challenged to combine the insights gained in previous courses, into an attractive marketing plan that takes all stakeholders into account.

The course starts with a stakeholder marketing perspective, specifically focusing on the consumer and how that consumer acts within a network of stakeholders. It discusses the psychological and behavioral aspects that come in to play when bringing sustainable innovations to the market. Despite efforts involving consumers in early stages of innovation, sustainable products and services often struggle with limited take-off. As an (international) business professional, but also as a sustainability consultant or policy maker, it is crucial to understand the mechanisms that drive the adoption of sustainable innovations. We discuss relevant insights from innovation, psychology, behavioral economics, and consumer value research to gain a better understanding of what affects actual consumer behavior. Based on these insights, students will develop a marketing plan. This will challenge students to connect and integrate knowledge and insights from different subjects and help to recognize how various elements of the value chain and value network need to be aligned to create a successful sustainable product or service.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Group project assignment – Group assessment  
Group and Class participation – Individual assessment

### **Literatuur**

This course is article based.  
Readings will be announced on blackboard.



### Aanbevolen voorkennis

This course is part of the Minor Sustainability and Innovation.  
This course builds on the courses of the minor in period 1 and 2.  
Additionally, knowledge of basic marketing principles or marketing management is recommended

### Doelgroep

This course is part of the Minor Sustainability and Innovation. This minor can be followed by all FEWEB bachelor students. In addition, advanced bachelor students (third year) from other faculties as well as other universities are welcome to join. Particularly those with an interest in Business and Organization Studies, Economics, Social Sciences, Social Psychology, Healthcare, Media and Communication Studies, Engineering, Technology Management, Operations Management and Education.

It is especially interesting for:

- Future managers who want to understand how sustainability can be implemented in existing business
- Entrepreneurs / intrapreneurs that want exploit the opportunities sustainability offers
- Future consultants in sustainability, strategic business consultants, of government policy consultants
- Students that want to be active in NGO's or other societal organizations

### Meesterwerken uit de wereldliteratuur

<b>Vakcode</b>	L_AABAALG020 ()
<b>Periode</b>	Periode 1+2
<b>Credits</b>	12.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. M.J.E. van Tooren
<b>Examinator</b>	dr. M.J.E. van Tooren
<b>Docent(en)</b>	dr. M.J.E. van Tooren, dr. J.H.C. Bel, dr. M.H. Koenen, prof. dr. B.J. Peperkamp, prof. dr. D.H. Schram
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

### Doel vak

Kennismaking met de belangrijkste periodes en stromingen binnen de West-Europese literatuur vanaf de Middeleeuwen tot heden aan de hand van klassiek geworden meesterwerken.

### Inhoud vak

Elke week, dat wil zeggen voor elk college, leest de student een literair 'meesterwerk' en een kleine hoeveelheid toegankelijke secundaire literatuur. Op college zal de docent naast het te lezen meesterwerk ook enkele fragmenten uit andere canonieke teksten uit de betreffende periode/stroming bespreken.

### Onderwijsvorm

hoorcollege met discussie

### Toetsvorm

Verplichte aanwezigheid (80%) en een schriftelijk tentamen aan het eind van periode 1 en periode 2. Het gemiddelde van beide tentamencijfers is het eindcijfer; het minimum cijfer voor elk van beide tentamens is een 5.

### Literatuur

Na een algemene inleiding over o.m. canonvorming worden de volgende teksten besproken: Lucretius (selectie uit zijn werk); Tristan en Isolde; Milton, Paradise Lost; Defoe, Robinson Crusoe; Hugo, Notre Dame de Paris; Flaubert, Madame Bovary; Oscar Wilde, The Picture of Dorian Gray;

Franz Kafka, Die Verwandlung; Willem Frederik Hermans, Tranen der acacia's;

Nabokov, Lolita; Günther Grass, Die Blechtrommel; Hafid Bouazza, Paravion;

Michel Houellebecq, Soumission.

De teksten mogen zowel in de oorspronkelijke taal als in vertaling gelezen

worden. De te lezen secundaire literatuur wordt via BlackBoard bekend gemaakt.

### Vereiste voorkennis

Geen.

### Doelgroep

De minor staat open voor alle studenten.

### Overige informatie

Deze module is een verplicht onderdeel van de minor literatuur.

Daarnaast volgt de student Editietechniek (12 studiepunten) en maakt een keuze tussen Schrijvershuisbezoeken of Creatief Schrijven (6 studiepunten).

## Methoden en technieken van algemeen en financieel economisch onderzoek

<b>Vakcode</b>	E_EBE3_MTAF ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. R. Heijungs
<b>Examinator</b>	dr. R. Heijungs
<b>Docent(en)</b>	dr. J.M. Sneek
<b>Lesmethode(n)</b>	Hoorcollege, Practicum
<b>Niveau</b>	300

### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voorpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet

noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

## Microeconomics II

<b>Vakcode</b>	E_EBE2_MICEC ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. H.G. Bloemen
<b>Examinator</b>	dr. H.G. Bloemen
<b>Lesmethode(n)</b>	Hoorcollege, Instructiecollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

In deze cursus staat de theorie van het keuzegedrag van economische entiteiten (consumenten, producenten, sectoren, overheden) op een gevorderd niveau centraal. De uitkomsten van dit keuzegedrag hebben hun weerslag op het functioneren van markten (Vakkennis). De theorie wordt toegepast op verschillende vakgebieden, zoals de publieke economie (welvaartsanalyse, publieke goederen, externaliteiten), industriële organisatie (prijsstrategieën, oligopolistische markt vormen, veilingen) en vraagfuncties ('revealed preference') (Vakkennis, Academische vaardigheden). Je leert deze theorieën toe te passen met het analytische instrumentarium van economische modellen (Kwantitatieve vaardigheden). Hiermee leer je tevens kwantitatieve implicaties van de theorieën uit te werken. Je verwerft inzicht in de onderliggende veronderstellingen van theorieën en welke rol deze spelen in het trekken van conclusies (Academische vaardigheden).

Na dit vak ben je in staat:

- het begrip algemeen evenwicht te begrijpen en te analyseren;
- het begrip Pareto efficiëntie uit te leggen, en weten onder welke veronderstellingen Pareto efficiëntie van toepassing is, en wanneer er niet aan voldaan wordt;
- publieke goederen te analyseren in samenhang met het begrip externaliteiten;
- verschillende prijsstrategieën voor ondernemers te herkennen en toe te passen, zoals prijsdiscriminatie, two-part tariffs, en bundling;
- de marktstructuur monopolistische concurrentie te karakteriseren (definitie en marktevenwicht), en de samenhang met begrippen als 'minimum efficient scale' en productdifferentiatie te kennen;
- verschillende modellen voor oligopolistische markten te kennen, en op te kunnen lossen;
- strategische gedrag van bedrijven in markten met oligopolie te analyseren, zoals de beslissing om al dan niet samen te werken, toetreding en toetredingsbelemmering;
- speltheorie toe te passen op bedrijven in oligopolistische markten, en daarbij weten wat de rol is van simultaan versus sequentieel handelen, één- versus meerperioden situaties, pure versus gemengde strategieën;
- verschillende typen veilingen te herkennen, de invloed van de structuur van een veiling op de uitkomst te kennen, strategieën van bieders op een veiling te analyseren, de rol van informatie bij veilingen te kennen;

- specifieke kenmerken van markten in de informatietechnologiesector te analyseren, zoals complementariteiten en systemen, netwerken en netwerkexternaliteiten;
- intertemporele beslissingsproblemen analyseren, met als specifieke toepassingen spaar- en leengedrag, investeringsbeslissingen, human capital theorie, en pensioneringsbeslissingen;
- het begrip asymmetrische informatie kennen en weten hoe dit kan leiden tot marktfalen en moral hazard problemen;
- contracttheorieën en principaal-agent problemen en de rol van asymmetrische informatie en moral hazard daarin kunnen analyseren;
- het begrip revealed preference kennen en toepassen, en weten hoe je op basis van waargenomen keuzes de onderliggende preferenties van consumenten kunt reconstrueren.

### **Inhoud vak**

In deze cursus komt de theorie van het algemeen evenwicht aan de orde. Hierbij wordt ingegaan op de voorwaarden waaronder Pareto efficiëntie wordt bereikt. In deze context wordt gekeken naar welvaartsmaximalisatie en sociale welvaartsfuncties. Het begrip Pareto efficiëntie wordt vergeleken met het begrip "eerlijke" verdeling. Besproken wordt de schending van Pareto efficiëntie door het ontbreken van markten in het geval van externaliteiten en publieke goederen. Monopolie is een marktstructuur waarin Pareto efficiëntie niet bereikt wordt. Gekeken wordt naar de oorzaken van monopolie zoals het bestaan van een natuurlijk monopolie. Monopolisten kunnen hun positie gebruiken door prijsstrategieën als prijsdiscriminatie, two-part tariffs, en bundling uit te voeren. Een tussenvorm waarin bedrijven wel monopoliekracht hebben maar ook geconfronteerd worden met vrije toetreding van rivalen is monopolistische concurrentie. Deze marktform wordt gelinkt aan het begrip productdifferentiatie. Er bestaan verschillende modellen om oligopolistische markten te beschrijven. Deze verschillen hangen samen met de vraag of er in een markt price setting wordt toegepast, of dat juist het bepalen van capaciteit (hoeveelheid) de belangrijkste factor is, en of er sprake is van een marktleider, of dat bedrijven hun keuzen simultaan maken. In markten met oligopolie spelen ook strategische reacties een belangrijke rol, zoals de beslissing om al dan niet samen te werken, en toetreding te belemmeren. Speltheoretische methoden geven daarbij inzicht in verschillende aspecten van de strategie, waarbij de volgorde van keuze en het aantal perioden een rol spelen, en pure of gemengde strategieën kunnen worden toegepast. Met de komst van informatietechnologie zijn er veel nieuwe vormen ontstaan waarop producten door aanbieders worden aangeboden. In de IT sector werken verschillende producten vaak samen in een systeem (complementariteiten), en zijn netwerken belangrijk, waarbij het succes van een product kan staan of vallen met de omvang van het gebruikersnetwerk (netwerk externaliteiten). Een veiling is een allocatiemechanisme dat vele toepassingen kent, waaronder de veiling van radiofrequenties. Ook hierbij spelen speltheoretische aspecten een rol: wat is de beste strategie om te bieden, hoe kunnen de eigenschappen van het veilingstelsel leiden tot Pareto Efficiëntie of tot een hoge opbrengst voor de verkoper. Het begrip asymmetrische informatie komt aan de orde en er wordt besproken hoe asymmetrische informatie kan leiden tot falen van de markt. In het verlengde van asymmetrische informatie ligt het begrip moral hazard, en belangrijke toepassingen zijn er op het gebied van insurances en principal agent problemen. Bij principal agent problemen gaat het er om een geschikte contractvorm te vinden die het probleem van asymmetrische informatie en moral hazard in een principal-agent relatie oplost. In intertemporele beslissingsproblemen worden beslissingen van consumenten, en producenten gemodelleerd die

zich uitstrekken over meerdere perioden. Voor een consumenten kan dat de beslissing zijn om te sparen en te lenen, en voor een producent de beslissing om de investeren in kapitaal. Maar ook individuen kunnen investeren, zoals bijvoorbeeld door te besluiten om te gaan studeren, zoals beschreven in de human capital theorie. Het begrip revealed preference wordt uitgelegd: hiermee wordt duidelijk dat het mogelijk is om op basis van waargenomen consumptiebundels de onderliggende preferenties (indifferentiecurven) te reconstrueren. Ook kan met het begrip revealed preference worden nagegaan of de waargenomen aankopen voldoen aan de veronderstellingen die in de theorie worden gemaakt.

### Onderwijsvorm

Hoorcolleges.  
Instructiecolleges.  
Werkcolleges

### Toetsvorm

Interim opdracht(en) – individuele beoordeling.  
Tentamen met open vragen – individuele beoordeling.

### Literatuur

Hal R. Varian, "Intermediate Microeconomics", 9th edition.

Aanvullende artikelen: worden nader bekend gemaakt.

### Aanbevolen voorkennis

Microeconomics I, Quantitative Research Methods I en Quantitative Research Methods II.

## Micro-economie

<b>Vakcode</b>	E_EBE3_MIEC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. S. Dobbelaere
<b>Examinator</b>	dr. S. Dobbelaere
<b>Docent(en)</b>	dr. E.I. Motchenkova, dr. S. Dobbelaere, dr. R.I. Lutgens, mr. B. Hu
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Midden- en kleinbedrijf

<b>Vakcode</b>	E_EBE3_MKB ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. E.A.H. Kleijn
<b>Examinator</b>	drs. E.A.H. Kleijn
<b>Docent(en)</b>	drs. E.A.H. Kleijn
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voorpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

## Mind and Machine

<b>Vakcode</b>	AB_1060 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. L.N. Cornelisse
<b>Examinator</b>	dr. L.N. Cornelisse
<b>Docent(en)</b>	dr. K. Linkenkaer Hansen, dr. L.N. Cornelisse
<b>Lesmethode(n)</b>	Computerpracticum, Werkgroep, Hoorcollege, Excursie
<b>Niveau</b>	300

### Doel vak

To provide students with a broad insight in the rapidly developing field of brain modelling, artificial intelligence, brain computer interfacing and machine learning.

Specifically, at the end of the course the student should be able to:

1. Describe the state-of-the-art in brain modeling, AI and BCI.
2. Evaluate current status of AI science and technology to predict future developments.
3. Explain the meaning of key concepts treated in the course. For example, what is a "mind", what is "artificial intelligence" and its different subtypes, what is "machine learning", what is "singularity", what is the difference between "brain-computer" and "computer-brain" interfaces, ...
4. Give examples of where key concepts are already applied (services or products).
5. Explain the principle of simulating neural systems and give examples of the different levels of detail that such models may

incorporate.

6. Explain why researchers work with models that differ in the levels of details.
7. Understand the principles, and practical implementation of BCI.
8. Explain the relationship between brain activity and EEG signals, and how an EEG measurement is performed.
9. Explain the rationale behind neurofeedback therapy..
10. Improve an oral presentation of fellow students through constructive feedback.
11. Develop, present and defend a business proposal, i.e., an idea for a product or service that exploits state-of-the-art technological advances within the themes of the course, or advances that may be anticipated in the coming years.
12. Formulate opinion about the prospects of creating an artificial but intelligent brain.

### **Inhoud vak**

People have always been fascinated with the idea to create intelligent robots or to integrate computers in the brain to manipulate or enhance its performance. In this course, the current status in creating an artificial brain is discussed. Students learn the theory behind integrating brains and computers, and experience hands-on how brain activity can control computers to write or play computer games. To investigate how close science has come to science fiction students work in groups to prepare a business proposal in which they describe a new commercial application of artificial intelligence or brain computer interfacing. The technical aspects of the proposals are presented in a business pitch to a jury of (business) professionals to receive feedback for their final poster presentation.

### **Onderwijsvorm**

Lectures 40 hrs  
Practicals 12 hrs  
Business project 60 hrs

### **Toetsvorm**

Exam 50%  
Business project 40%  
Discussion 10%

Weighted average of exam and business project need to be 5.5 or higher to pass the course and cannot be compensated by the Discussion grade.

### **Literatuur**

To be decided

### **Aanbevolen voorkennis**

Two years of study at bachelor's level.

### **Doelgroep**

All students with an interest in the computational abilities of the brain

### **Overige informatie**

Part of minor Brain and Mind.  
This minor course requires a minimum of 25 participants to take place.  
Central Academic Skills:  
Think out of the box: imagination may push basic science into

applications and create business opportunities.

## Nature versus Nurture

<b>Vakcode</b>	AB_1057 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. J.C. Polderman
<b>Examinator</b>	dr. J.C. Polderman
<b>Docent(en)</b>	dr. P. van Nierop, dr. J.C. Polderman
<b>Lesmethode(n)</b>	Practicum, Computerpracticum, Werkgroep, Hoorcollege
<b>Niveau</b>	300

### Doel vak

Students learn how individual differences in human complex behavior can be explained by genetic variation and environmental factors.

### Inhoud vak

Human traits show considerable individual differences, which are due to differences in the individual's genes and/or the environment. In the Nature vs. Nurture course the influence of genes and the environment on human behavior will be discussed. Empirical evidence based on experiments with human subjects will guide these discussions. During the course many important topics from modern day society will be discussed, such as the influence of violent gaming on juvenile behavior, the role of parents in personality development of children, and the causes of mental disorders.

The genetic information contained in our DNA, represents the nature component that influences human behavior. An important aspect of the course is to show how research on genetic information is conducted. Students are introduced to various molecular biological techniques used to study the genome, such as DNA collection, isolation, and genotyping, and (statistical) methods to link variation in DNA to variation in behavior. The ultimate goal of this course is to understand the 'nature' and 'nurture' causes of individual differences in human cognitive and social behavior, and to be able to critically evaluate the nature-nurture debate.

### Onderwijsvorm

Practicals (10%), lectures (80%), debates + workshop presenting (10%)

### Toetsvorm

The final grade of Nature vs. Nurture is based on participation in debate sessions (5%), and the DNA practical (5%), and a written exam (90%). Of note: 55% of the written exam must be correct to obtain a final grade. Nature vs. Nurture is successfully completed with a final grade > 5.45.

### Literatuur

Text book "Behavioral Genetics" 5th edition, by Plomin et al.

Scientific papers, TBA during course



**Vereiste voorkennis**

None

**Aanbevolen voorkennis**

Broad interest in brain, behavior, psychology, genetics and neuroscience

**Doelgroep**

Third year BSc students alpha and gamma topics (Sociology, Psychology, Economics, Law, Artificial Intelligence etc.) and students from Lifesciences (Biology, Fysics, Chemistry, Medicine, Movement Science, Nutrition etc.) with a broad interest in neuroscience.

Students of Biomedical Sciences and Health and Life Sciences as well as students that plan to pursue a career in Neuroscience can follow the more specialised minor "Biomolecular/Neurosciences".

**Overige informatie**

Guest lecturers:

MSc Tielbeek (VU-De Bascule)

MSc van Doesum (VU-FPP)

Dr. Lewis (University of London, UK)

Dr. van Dongen (VU-FPP)

Dr. Stringer (VU\_CNCR)

Prof. Dr. Konijn (VU-Social Sciences)

Prof. Dr. Van Straalen (VU-FALW)

Prof. Dr. Schuengel (VU-FPP)

**Neuro- en Revalidatiepsychologie**

<b>Vakcode</b>	B_NEURREVPSY (900502)
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. A. Ledebt
<b>Examinator</b>	dr. A. Ledebt
<b>Docent(en)</b>	dr. A. Ledebt, dr. J.F. Stins
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

**Doel vak**

Na deze cursus kunnen studenten:

- Een overzicht geven van de neuropsychologische aspecten van gedrag en van de motorische problemen en hogerefunctiestoornissen na een hersenbeschadiging;
- Van enkele factoren (zoals motorische en perceptuele stimulatie en/of motorische oefening, aandacht en leeftijd) beschrijven welke invloed zij uitoefenen op de plasticiteit van de hersenen;
- Bij elk van de genoemde factoren interventies/onderzoeken beschrijven en verklaren wat het effect daarvan is op de revalidatie na een hersenbeschadiging.

**Inhoud vak**

- In de; eerste colleges worden de gevolgen van hersenbeschadigingen voor de motoriek en "hogerefunctiestoornissen" (waarneming en cognitie) aan de orde gesteld. Voorts wordt ingegaan op de manier waarop de patiënt zich aan zijn handicap aanpast, via een veelvoud aan 'coping-processen';
- In de; andere colleges; wordt gepoogd een brug te slaan tussen de resultaten van experimenteel onderzoek en de praktijk van de revalidatie bij patiënten na een hersenbeschadiging. Daarvoor vormt het artikel van Robertson en Murre (1999) over 'guided recovery' de rode draad. Dit artikel, waarin revalidatie als een leerproces wordt opgevat, geeft een overzicht van de literatuur over factoren die het functieherstel beïnvloeden.

### Onderwijsvorm

De cursus bestaat uit hoorcolleges.

### Toetsvorm

Schriftelijk tentamen met open- eindvragen en meerkeuzevragen

### Literatuur

Losse artikelen. De literatuurlijst wordt tzt bekendgemaakt via BlackBoard en de Cursushandleiding

## New Venture Creation

<b>Vakcode</b>	E_BK3_NVC ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. A.C. Guldemon
<b>Examinator</b>	drs. A.C. Guldemon
<b>Docent(en)</b>	prof. dr. E. Masurel
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

### Doel vak

In this course knowledge provided in the Minor Entrepreneurship during Period 3.1: Foundations and Forms of Entrepreneurship and Strategic Management of Technology and Innovation and during Period 3.2: Entreprising Behavior and Filming Entrepreneurship will be applied to create a business plan for a start up venture (bridging theory and practice).

The student will first learn to systematically identify and evaluate entrepreneurial opportunities. A business opportunity is developed using the business model canvas. The student is able to use brainstorming and creativity in the process.

The student teams will test the business idea by collecting and analysing data to support the idea in the businessplan and validate a possible investment in the business (quantitative skills). As part of the validation of the idea the concepts of sustainability, valorisation and technology will be used to categorise and demonstrate the economic feasibility of the idea. A business plan presenting the business is the result of the course. This is critical for successfully introducing a

knowledge-driven innovation to the market (Academic Skills)

The student cooperates with others in a team and presents and defends the business idea. Interviews and discussions with stakeholders of the business like investors, possible customers and partners gives insight in the context and validity of the idea. (social skills). The student will present the businessplan to a panel of experts and entrepreneurs and learn to judge and evaluate different business plans (bridging theory and practice). Reflection on the process of developing a plan at the end of the course will result in feedback on what the student learned, what choices he/she made and how he/she was learning in the group (self awareness).

The course will challenge the student to use the skills and knowledge from previous courses and experiences. The course expects the students to interact with professionals from the community of entrepreneurs and business developers and society at large.

The following specific learning aims are defined:

1. Be able to develop a business plan using the business model canvas and lean startup method.
3. Be able to understand and apply creativeness in the development of a business idea
4. Be able to critically use data collection and analysis for practice-based ideas
5. Be able to apply the concepts of innovativeness, sustainability, valorization and technology.
6. Be able to thoroughly communicate the business plan in a presentation.
7. Be able to develop, give and receive constructive feedback on team behavior and a business plan.
8. Be able to reflect on team and individual behavior during a project

### **Inhoud vak**

What is a startup and what does the entrepreneur do and what characterizes good, structured and effective business development?

In this course students work to create a business plan to validate a business idea in an iterative process. During this process business- and entrepreneurial theories are used in a context specific application.

In order to invest in a plan (this investment can be time, energy, knowledge, network and money) an entrepreneur needs to constantly learn and reflect and put this experience in his business and his business plan. A start-up will iterate, get feedback and change course during its development. These iterations are part of the course where feedback from professionals and coaches are integrated.

Business model version 4.0 is presented by Prof Enno Masurel and used to create a valid strategy to connect the needs of the customer with the value proposition and the required resources. Also the aspects of competition and sustainability are researched and connected to the overall aim of the business. Students will use valorization of new technology and academic knowledge to bridge the gap between research and practice. In the course students are challenged to think of alternative forms of financing such as crowd funding, subsidies and business angels to finance the business.

As the investors expect the business to create a return on investment

the students will generate market knowledge about the customer needs, the product market fit and the growth potential. To make the business plan ready for evaluation by investors and stakeholders Investment analysis is an essential part of the business plan development.

The students will present to a panel of experts, entrepreneurs and investors. They will give feedback with a market perspective and based on their experience.

### Onderwijsvorm

Lectures and tutorials.

### Toetsvorm

Written report (group assessment)

Personal reflection report and presentation (individual assessment)

### Literatuur

Required Reading:

- Sørensen, H. E. (2012). Business Development: A market-oriented perspective. West Sussex, United Kingdom: John Wiley & Sons Ltd.

Additional (required) materials will be announced via Blackboard.

## New Ways of Working

<b>Vakcode</b>	E_MM_NWW ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. M.H. Huysman
<b>Examinator</b>	prof. dr. M.H. Huysman
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

### Doel vak

After completing the course, students will:

Understand how the properties of digital technologies require, as well as enable new approaches to working and organizing

Have knowledge of relevant theories of how working, coordinating, and managing in these new environments is different from traditional workplaces and critically reflect upon the underlying assumptions

Understand the interplay between technology and work practices and be able to analyze and demonstrate that interplay

Be able to apply academic insights to analyze and develop solutions for a real life case

### Inhoud vak

In this course we focus on the demands digital technologies put on organizations and society, and on how new ways of working and organizing help adapt to these challenges. Topics addressed in this course include, amongst others, how new ways of working (for example workers as digital

nomads, expert systems as alternative for legal workers, or production done by 3d-printers) and new distributed and networked organizational forms (for example peer to peer communities or crowdsourcing) have advantages and disadvantages over traditional organizational practices and structures.

In addition to learning about these topics in interactive lectures, students will also be required to fulfill a number of assignments related to “real-life” challenges of new ways of working and organizing. The assignments are related to a particular organizational problem and will require students to apply theories discussed during the lecture to a particular case. These “hands-on” assignments are aimed to get a better understanding of the connection between theory and practice. With the assignments, students become academically prepared to understand and support the design, introduction and use of digital innovation and its implications for new ways of organizing and working in new distributed environments.

### Onderwijsvorm

The course will consist of a combination of interactive lectures, guest lectures, seminars, and assignments. The lectures will also include a critical discussion of selected readings, stimulated by obligatory individual reflections on the literature. The seminars will be used to have students present, discuss, and further develop the assignments.

### Toetsvorm

Individual assignments and Group project assignment

### Literatuur

A selection of readings (mostly academic papers, but also book chapters and thoughtful business magazine articles) will be made available for download on Blackboard.

### Vereiste voorkennis

None

## Nieuwe religiositeit: Nederlands protestantisme na de Tweede Wereldoorlog

<b>Vakcode</b>	G_NWRELIG ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Godgeleerdheid
<b>Coördinator</b>	prof. dr. H.C. Stoffels
<b>Examinator</b>	prof. dr. H.C. Stoffels
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### Doel vak

De student:

- kan beschrijven hoe het Nederlands protestantisme door de culturele revolutie van de jaren zestig qua karakter en betekenis is veranderd;
- kan beschrijven hoe en waarom binnen en het Nederlands protestantisme nieuwe vormen van religiositeit tot bloei zijn gekomen en wat hiervan de consequenties zijn;

- is in staat een brontekst of een belangrijke historische gebeurtenis/ontwikkeling te analyseren en voor de groep te presenteren.

### Inhoud vak

De module biedt een overzicht over de naoorlogse ontwikkelingen binnen het Nederlands protestantisme. Sinds de jaren '60 wordt zowel de publieke vormgeving van religie als de exploitatie ervan in het maatschappelijk middenveld uitgedaagd door nieuwe, deels uit Amerika geïmporteerde bewegingen en vormen van (evangelische, postmoderne) religiositeit, waarin individualisme, authenticiteit, geloofsbeleving en rituele vernieuwing centraal staan. Daarnaast hebben migranten uit alle delen van de wereld hun eigen, vaak charismatische kerkgemeenschappen gesticht. Het fenomeen protestantisme is hierdoor problematisch geworden, met consequenties voor de (historisch)-wetenschappelijke bestudering ervan.

### Onderwijsvorm

Hoor- en werkcolleges, leesverslagen, presentaties, zelfstandige literatuurstudie. Tijdens de colleges wordt telkens een bepaald thema behandeld, in combinatie met één of meer studentenopdrachten.

### Toetsvorm

Schriftelijk tentamen; leesverslagen.

### Literatuur

J.C. Kennedy, Nieuw Babylon in aanbouw. Nederland in de jaren zestig, Amsterdam: Boom 1995, (pp. 82-116).  
 H.C. Stoffels, 'Protestantisme'. In: M.B. ter Borg e.a. (red.), Handboek religie in Nederland. Zoetermeer: Meinema 2008 (pp. 122-145).  
 H.C. Stoffels, 'A Coat of Many Colours. New Immigrant Churches in the Netherlands.' In M.M. Jansen & H.C. Stoffels (Eds.), A. Moving God. - - Immigrant Churches in the Netherlands, Münster/ Berlin/ Zürich: LIT Verlag 2008 (pp. 13-29).  
 Nader op te geven literatuur.

### Overige informatie

De module maakt deel uit van de minor 'God in Nederland'.

## Nudge: Influencing Behavior

<b>Vakcode</b>	E_BK3_NIB ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. F. van Horen
<b>Examinator</b>	dr. F. van Horen
<b>Lesmethode(n)</b>	Hoorcollege, Instructiecollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

Academic Skills: You will critically reflect on theoretical and practical value (/usability) of the concepts, theories and models offered in this course. Furthermore, the focus is on analyzing problems in organizations (/society) and applying knowledge (/searching for

solutions) based on the theoretical models we discussed.

**Research Skills:** You develop the capacity to critically read and understand academic literature and to translate academic research to practically relevant outcomes.

**Knowledge:** You obtain knowledge on core subjects about influencing and nudging and gain deeper understanding of topics already discussed in “judgment and decision making”.

**Bridging theory and practice:** You are challenged to apply theoretical knowledge in real-life situations.

### **Inhoud vak**

How can you improve the efficiency of towel and linen reuse programs in hotels (as these programs are beneficial for both the environment and the company)? Which adaptations in lay-out may increase consumer’s inclination to pay for a “professional version” of a particular software package instead of adopting the “free version”? Which incentives help consumers to eat healthier? How can people be motivated to prefer public transport to car travel?

These are some of the questions we may deal with in the current course:

Nudging is the art of influencing people to change habits and make decisions that serve societal and/or commercial goals such as e.g. reducing the number of phone calls to helpdesks, cutting down on energy use, reducing pollution, stimulating healthy behavior, etc.

This course focuses on two different parts:

Part 1 deals with insights from the field of behavioral economics to improve choice architecture (i.e. different ways in which choices can be presented) to nudge people when taking decisions. Particular attention is devoted to the observation that choice architectures are often based on the assumption that we are logical and rational human beings whereas they should take into account how we really think and decide (often instinctive and irrational).

Part 2 has the focus on social influence. As human beings are “social animals” by nature, this type of influence often plays a major role in the (irrational) behavior of people (either as consumer, employee or citizen) and therefore need to be taken into account when setting up/ adapting particular choice architectures.

The focus in part 1 and 2 is both on theory building and application of the theoretical principles in practice.

Throughout the course, we will combine theoretical knowledge from the lectures with guest lectures as well as exercises which are focused on the application of knowledge to real-life cases.

### **Onderwijsvorm**

Lectures and small-group tutorials

### **Toetsvorm**

Individual exam – individual assessment  
(interim) assignment – group assessment

### **Literatuur**

tba

### **Vereiste voorkennis**

Judgment & Decision Making (course from same minor)

### **Overige informatie**

Part of this course builds on the course Judgment & Decision Making.

## Ondernemingsrecht

<b>Vakcode</b>	E_EBE3_OR ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	mr. J.E. Brink-van der Meer
<b>Examinator</b>	mr. J.E. Brink-van der Meer
<b>Docent(en)</b>	mr. J.E. Brink-van der Meer
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voorpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

## Operations Analysis

<b>Vakcode</b>	E_EOR3_OA ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. R. Roberti
<b>Examinator</b>	dr. R. Roberti
<b>Lesmethode(n)</b>	Hoorcollege, Instructiecollege
<b>Niveau</b>	200

### Doel vak

Upon completion of this course, the students will have learned the following.

Academic:

To analyze and solve operations management problems through a variety of models and concepts.

Professional skills and quantitative methods

To apply tools to direct, design, deliver and develop processes, products and services using quantitative decision models

Social

To analyze and develop solutions for stylized case problems in teams

Link to practice

To relate to the practice of analyzing and managing processes and operations through guest lectures from professionals



### **Inhoud vak**

Operations management is the process of managing people and resources to create a product or a service. This course provides the student with analytical and quantitative methods to support the operations function and the decision making process in an organization. We will focus on a number of topics at a strategic, tactical and operational level that are in reality closely related. We will analyze and solve key issues arising in operations management, such as facility layout and location, aggregate planning, project scheduling, operations scheduling and controlling. We will also investigate the applicability of the studied techniques by developing solutions for case studies and through guest lectures from practitioners.

### **Onderwijsvorm**

Lectures and Tutorials

### **Toetsvorm**

Written exam – individual assessment

Case assignment – team assessment

### **Literatuur**

Nahmias, S. (2013). Production and Operations Analysis, McGraw-Hill

A selection of additional papers that will be made available via blackboard

## **Operations Research I**

<b>Vakcode</b>	E_EOR2_OR1 ()
<b>Periode</b>	Periode 1+2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. L. Stougie
<b>Examinator</b>	prof. dr. L. Stougie
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### **Doel vak**

An introduction into optimization, and in particular deterministic optimization. One aim is to learn how to model a practical optimization problem into the appropriate mathematical formulation. The other is to learn the theory and application of solution methods for general classes of optimization problems.

### **Inhoud vak**

This is an introductory course in deterministic optimization. The optimization models studied are unconstrained non-linear optimization, constrained linear optimization, convex optimization, linear optimization and integer linear optimization. Solution techniques for these classes of optimization problems are the central theme of this course. Another important element of the course is the mathematical formulation of (practical) verbally described problems as instances of the optimization models, and application of the solution methods to solve the resulting problems.

**Onderwijsvorm**

Combined lectures and tutorials.

**Toetsvorm**

Intermediate exam – Individual assessment

Final exam – Individual assessment

**Literatuur**

H.A. Taha: Operations Research: An Introduction, International Edition, 9th Ed., 2011, Pearson.

**Aanbevolen voorkennis**

Analysis, Linear Algebra

**Overige informatie**

The course is suitable to be taken in an exchange program.

## Operations Research II

<b>Vakcode</b>	E_EOR2_OR2 ()
<b>Periode</b>	Periode 4+5
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. A.A.N. Ridder
<b>Examinator</b>	dr. A.A.N. Ridder
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

**Doel vak**

To be introduced to the theory of stochastic processes and models that are important in EOR practice. To learn modeling techniques for translating an EOR problem into an appropriate stochastic model. To learn how to apply optimization and simulation techniques for performance analysis of stochastic systems.

**Inhoud vak**

This is an introductory course in stochastic models. It builds upon the basic course in probability theory and extends the theory of static probability to dynamic stochastic processes. The course focuses on Poisson process, discrete-time and continuous-time Markov chains, with applications to queueing models, risk analysis, reliability problems, and option pricing. It also discusses dynamic optimization and stochastic simulation of these systems.

**Onderwijsvorm**

Combined lectures and tutorials.

**Toetsvorm**

1. Individual assignment. 2. Midterm exam. 3. Final exam.

**Literatuur**

K. Borovkov: Elements of Stochastic Modeling, 2nd Ed., 2014, World Scientific.

**Vereiste voorkennis**

Introductory courses on Probability Theory and Statistics

**Aanbevolen voorkennis**

Courses in Mathematical Analysis, Discrete Mathematics, Linear Algebra.

**Doelgroep**

Junior/Senior undergraduates in Applied Mathematics (e.g. Econometrics and Operations Research)

**Overige informatie**

The course is suitable to be taken in an exchange program.

## Organization Perspectives and Dynamics

<b>Vakcode</b>	E_BK3_OPD (61322000)
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. P.J. Peverelli
<b>Examinator</b>	dr. P.J. Peverelli
<b>Docent(en)</b>	dr. P.J. Peverelli, dr. L.A. Havermans
<b>Lesmethode(n)</b>	Hoorcollege, Responsiecollege
<b>Niveau</b>	300

**Overige informatie**

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid.

At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Organization Politics

<b>Vakcode</b>	S_OP ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. ir. F.K. Boersma
<b>Examinator</b>	dr. ir. F.K. Boersma
<b>Docent(en)</b>	dr. ir. F.K. Boersma
<b>Lesmethode(n)</b>	Werkgroep
<b>Niveau</b>	300

**Doel vak**

Students participating in Organizational Politics are familiarized with the relevant disciplinary perspectives within the current debates in the field of cultural approaches in organization studies. This subject provides students with an opportunity to:

1. Learn about the centrality of power and politics in the field of organization studies;
2. Research and evaluate critically practices of power;
3. Become adept at theorizing power. They will do this through:
  - Mastering the theory of power and its application to organizations
  - Developing an ability to diagnose and analyse power and policies
  - Coming to terms with the inherent dilemmas and choices involved in developing and exercising power.

#### **Inhoud vak**

- Knowledge of power processes in relation to culture in organizations;
- Application of social scientific perspectives and theories on power in organizations;
- The management and use of power as well as unintentional and latent aspects of power;
- Analysis of academic texts, and the application of theoretical debates to case studies, group discussions reflecting on the connection between theory and the practical manifestations of power in organizational settings.

#### **Onderwijsvorm**

Lecture

#### **Toetsvorm**

Written examination (paper)

#### **Literatuur**

Articles: to be announced

#### **Doelgroep**

Students who are interested in:

1. Classic and current models of power used and applied in organization and management theory;
2. The types of arguments and evidence used to justify and elaborate different types of theorizing, research and writing practices;
3. The centrality of the management of power and resistance to organizational reality.

## Organization Theory

<b>Vakcode</b>	E_IBA1_ORGT ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. R.A. Ruotsalainen
<b>Examinator</b>	dr. R.A. Ruotsalainen
<b>Docent(en)</b>	dr. R.A. Ruotsalainen, J.B. de Roo MSc
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	100

### Doel vak

This course is the first disciplinary subject within the IBA programme and is a fundamental course with regard to both Knowledge as well as Academic skills learning objectives. Related to Knowledge, this course enables you to know and understand most fundamental concepts and theories in organization theory. Related Academic skills, after this course you are able to Write short academic texts that explain what organizations do and why. Furthermore, after the course you will be able to analyze particular cases and provide practical solutions to a case by applying organization theories (Bridging theory and practice).

Finally, this course is organized in such a way that after this course you will be better able to manage your study schedule so that you can meet deadlines in courses while also meeting the learning objectives of the course. This helps you to develop your study skills further (Self-awareness).

### Inhoud vak

During this introductory course to organization theory we will start unpacking the theoretical tools with which you can understand what an organization is and how organizations function. We cover most fundamental concepts and topics in organization theory, such as decision making, innovation, and organizational change. In addition, we start building the academic skills that you increasingly need when your studies progress. Along the way, we go through various examples of organizations - like factories in the 19th century industrial England, contemporary prisons in the US, and the creative companies of the 21st century - to put flesh on the bones of organization theories. Though our focus is on general organization theories that can be applied across different organizational and national contexts, we explicitly discuss international business related theories such institutional theory.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Weekly written assignments – Individual assessment  
Written exams – Individual assessment  
Group assignments – group assessment  
Mandatory Attendance

### Literatuur

Book:

Clegg, Stewart R., Martin Kornberger, and Tyrone S. Pitsis.  
2005/2008/2011. Managing and Organizations: An Introduction to Theory and Practice. London: Sage Publications.

## Organizational Behavior - Human Resource Management

<b>Vakcode</b>	E_IBA2_OBHRM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.

<b>Coördinator</b>	dr. T.J. Akkermans
<b>Examinator</b>	dr. T.J. Akkermans
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### **Doel vak**

#### Academic Skills:

You will be able to analyze an HR-related practical case from the recent media, build an argument map, and provide a theoretically sound advice.

#### Research Skills:

You will be able to formulate a problem statement based on a practical case, and can link theoretical arguments to a practical advice.

#### Knowledge:

You will gain a basic understanding of theories and concepts in HRM and OB, and will be able to analyze, compare, and apply these theories.

#### Bridging Research and Practice:

You will be able to apply OB and HRM theories and concepts to a practical HR-related problem.

#### Social Skills:

You will be able to work in a small team, and be able to orally present a case assignment that encompasses a theoretical analysis and practical advice based on an HR-related problem from the media.

#### Broadening your Horizon:

You will further develop your communication skills in writing by actively improving English writing skills.

#### Self-Awareness:

You will be able to critically reflect on your individual and team performance during the course, and be able to use OB and HRM theories and concepts to illustrate this with theoretical arguments.

### **Inhoud vak**

This course is about you. HRM & OB deals with the human factor in organizations. All business functions in the IBA curriculum, like Marketing, Supply Chain Management, and Strategy, can't possibly exist without people executing them. Ever wondered why people in organizations behave the way they do? Ever wondered why people change their behavior as soon as they enter an organization? You may already have formed your own theories regarding how people behave in social situations. But here is the "million dollar question": is there any scientific evidence that supports your theories? This course will help you test your own theories, and question them by comparing them to other theories on social behavior in organizational contexts. We will look at behavior in organizations from three different levels of analysis: the individual, the group, and the organization. The individual level focuses on the employee and his or her job. You will study topics such as personality, work attitudes, motivation, and decision making. The group level deals with teams or departments, and the interaction within and between groups in organizations. You will take a look at topics such as group development and behavior, diversity, and conflicts and negotiation. Finally, the organizational level examines the interaction between

managers, employees, groups, and the organization as a whole. Examples of relevant topics are organizational change and leadership. These three levels will be integrated using an HRM perspective: how to effectively use the available human capital to make employees flourish and organizations thrive?

**Onderwijsvorm**

Lectures

Tutorials

**Toetsvorm**

Assignment - Group + Individual assessment

Midterm, written exam - Individual assessment

Final, written exam – Individual assessment

Mandatory attendance tutorials

**Literatuur**

Required Reading:

Introduction to Human Resource Management and Organizational Behavior for International Business Administration (1st ed.). Book compiled by J. Akkermans. Boston: McGraw-Hill.

Additional (required) materials will be announced via Blackboard.

**Aanbevolen voorkennis**

This course builds on the knowledge provided during 1.1 People in Business and Society and 1.2 Organizational Theory. Furthermore, the skills obtained during 1.3 Academic Skills are crucial for the assignments during the tutorials.

**Organizational Behavior and Decision Making**

<b>Vakcode</b>	E_EBE3_OBDM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. D.A. Driver-Zwartkruis
<b>Examinator</b>	dr. D.A. Driver-Zwartkruis
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

**Doel vak**

Academic Skills: Students will be able to understand complex organizational problems, identify the gap in theory and practice via interactive lectures, and mapping exercises. And thereby, apply the Harvard Methodology for preparing an academic case study report.

Knowledge: Students will be introduced to the theories and concepts of the study of Organizational Behavior and Decision Making.

Bridging Research and Practice: Students will select a current business case from the media (relevant newspaper article) and apply related theory and concepts to problems in the actual business case.

Social Skills: Students will work in teams and prepare a case study report, and they will prepare a presentation of their case study report.

Self Awareness: Students will be required to provide their reaction to the study curriculum and explain how this impacted their personal development.

### **Inhoud vak**

In this course an examination of the human factor in an organizational context is presented. The course includes an introduction to relevant theories and concepts that can be applied in actual practice.

Therefore, students will:

- 1) acquire a basic understanding of the role of teams and groups in contemporary organizations;
- 2) understand the importance of ethics;
- 3) appreciate the significance of leadership and culture for organizational effectiveness. Attention will also be given to workplace diversity;
- 4) acquire a basic understanding of heuristics and biases in decision making processes.

Thus, social behavior in an organizational context will be analyzed at the individual, group and organizational levels.

### **Onderwijsvorm**

Lectures.  
Tutorials.

### **Toetsvorm**

Examination - individual assessment.  
Case study report.

### **Literatuur**

Literature will be posted on Blackboard.

### **Vereiste voorkennis**

None.

## **Organizational Discourse and Narrative Analysis**

<b>Vakcode</b>	S_ODNA ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	D.E. Bovenberg
<b>Examinator</b>	D.E. Bovenberg
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	300

### **Doel vak**

The aims of this course can be formulated as follows:

- Enhance knowledge of different approaches to discourse and narrative analysis.



- Enhance knowledge of the importance of discourse and narrative analysis for the field or organizational studies.
- Acquire practical experiences with (organizational) discourse and narrative analysis.
- Stimulate critical reflection on the (im)possibilities of the use of organizational discourse and narrative analysis.

After the course, you will be able to recognize different theoretical approaches to organizational discourse and the underlying philosophical premises of these approaches. You are able to critically reflect on the strengths and weaknesses of particular approaches and examples of empirical studies. Furthermore, after completion of this course you will be able to recognize and critically elaborate the use of rhetorical and discursive strategies in current societal and organizational situations.

### **Inhoud vak**

The course focuses on processes of collecting, representing, and analysing organizational discourses and narratives. Organizations consist of people who on a daily basis are engaged in sense-making, meaning attribution processes concerning the structures they work in, the tasks they perform, their identities (within and outside the organisation) and their relations with their colleagues. The basic premise of discourse and narrative analysis is that language is a form of social behaviour that plays an important role in the way social identities and relations are constructed and (re-)produced. The objects of discourse and narrative analysis are patterns in language behaviour as well as changes in these patterns. Attention will be paid to different approaches in discourse and narrative analysis. Some approaches focus on the actor as a (co-)producer of discourses and narratives. Other approaches focus on structure, i.e., the language user as a 'reproducer' or even 'prisoner' of certain discourses and narratives. During the lectures attention will be paid to the philosophical underpinnings of social scientific approaches to organization studies in general and of interpretive approaches in specific. A range of different theoretical approaches to organizational discourse and narratives will be discussed, as well as examples of current empirical studies from this field. Students in the course will also be asked to actively engage in discussions of cases, to collect and analyze texts from different sources - including newspaper articles, promotional material and video material - themselves.

### **Onderwijsvorm**

Lectures

### **Toetsvorm**

Essay

### **Literatuur**

To be announced

### **Doelgroep**

Students Minor Organizational Culture, exchange students

## **Organizing Sustainable Innovation**

<b>Vakcode</b>	E_IBA3_OSI ()
<b>Periode</b>	Periode 2

<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. P.R. Tuertscher
<b>Examinator</b>	dr. P.R. Tuertscher
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

Academic skills: ability to critically evaluate innovations and innovation approaches from the perspective of sustainability

Knowledge: theoretical understanding of the management of innovation processes and understanding of specific challenges and approaches for developing and adopting sustainable innovations

Bridging Theory and Practice: developing skills for applying creative and analytical methods for new product, service, and business model development

Social Skills: working in teams for idea development

### Inhoud vak

This course concerns the development and commercialization of sustainable innovations. Organizing for sustainable innovation implies a shift away from a reactive approach (i.e. organizations responding to economic, societal and regulatory pressure) to a pro-active system oriented approach: by relying on creativity and a systematic (re)design of their business processes and interaction with stakeholders, organizations are now developing innovative products, services and business models that have sustainability at their core. Organizing for sustainable innovation involves many of the general processes and methods for the development of new products and services, yet also offers particular challenges and approaches, which this course addresses by building upon the stakeholder perspective developed in the earlier courses.

The following topics will be covered:

- Innovation management for sustainability, including innovation in an ecosystem of stakeholders; types of innovation (incremental/radical; product, service, process and business model innovation); innovation processes;
- The business case for sustainability, including why sustainability can be framed as an opportunity (as opposed to a threat or disruption to current business), potential pitfalls and how these can be surmounted
- Templates and principles for sustainable innovation, including key approaches (e.g. circular business model, product servitization, base of the pyramid) and how they can be facilitated by digital technologies and innovative financing
- Developing ideas for sustainable innovation, including creativity and opportunity identification, and specific sustainability oriented approaches such as frugal innovation and reverse innovation
- The development of ideas into products, including co-creation with users and other stakeholders, design for sustainability, impact assessment, and the role of digitalization and dematerialization.
- Embedding sustainable innovations in value networks, including the important role that various stakeholders (e.g. suppliers, competitors, regulators, consumers) play in stimulating or inhibiting the adoption of sustainable innovations such as renewable energy.

**Onderwijsvorm**

Lectures  
Tutorials

**Toetsvorm**

Individual assessments  
Group assessment

**Literatuur**

Collection of academic articles (will be announced on blackboard).

**Aanbevolen voorkennis**

First two courses of the minor program "Sustainability and innovation."

**People in Business and Society**

<b>Vakcode</b>	E_IBA1_PBS ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. F. van den Born
<b>Examinator</b>	dr. F. van den Born
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	100

**Doel vak**

This course introduces you to the 4As that are fundamental to any academic: Analysis, Abstraction, Argumentation, and Application (Academic Skills). We will start doing so by analysing cases to examine and understand organizational and cultural problems from different perspectives.

In terms of Knowledge you will obtain a comprehensive understanding of the fundamentals of business administration from a human-centred, social perspective. You are introduced to basic theories, models, and concepts of cross-cultural management and provided a first insight into professional development.

The focus in this course is not only on developing theoretical knowledge, but also on the ability to translate and apply theoretical knowledge into business situations (Bridging Theory and Practice).

**Inhoud vak**

During this course you are invited to critically think about culture, intercultural communication, and collaboration across cultural boundaries. Raising fundamental topics, you are encouraged to project yourself into the international and intercultural organization to understand the complexities that come with working in a diverse environment. Reflecting on and discussing about business cases will help you to translate academic, abstract knowledge into practice while developing your own critical view.

**Onderwijsvorm**

Lectures  
Tutorials

### Toetsvorm

Individual written exam  
Group assignment  
Mandatory attendance tutorials

### Literatuur

Trompenaars, F., and Hampden-Turner, C. 2012. Riding the Waves of Culture: Understanding Diversity in Global Business (3rd Edition). London / Boston: Nicholas Brealey Publishing.

Additional (required) materials will be announced via Blackboard.

### Intekenprocedure

For this course, a different registration procedure is applicable. In VUNet you must register for the course as well as for the exam, but not for the study group and lecture. For the study group and lecture you will be registered by the department.

## Philosophy II

<b>Vakcode</b>	E_IBA3_PHIL2 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. G.J. Buijs
<b>Examinator</b>	dr. G.J. Buijs
<b>Docent(en)</b>	dr. A.M. Verbrugge
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUNet is necessary. The course description (including literature) can be found in last year's study guide.

## Philosophy of Mind

<b>Vakcode</b>	W_BA_PHOM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. L.D. Derksen
<b>Examinator</b>	dr. L.D. Derksen
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

## **Doel vak**

De student:

- krijgt inzicht in de verschillende manieren waarop over emoties wordt gedacht in de hedendaagse filosofie;
- oefent vaardigheden zoals het presenteren van een opdracht en het leiden van de discussie daarover

## **Inhoud vak**

Het doel van dit vak is om een centraal thema in de filosofie of mind aan de orde te stellen. Op dit college wordt een aantal 20e eeuwse teksten gelezen die handelen over filosofie van de emoties. Wij lezen teksten op het gebied van filosofie van de emoties van onder andere William James, Jean-Paul Sartre, Robert Solomon, Martha Nussbaum en Frans de Waal. Deze denkers hebben verschillende meningen over de aard en oorsprong van emoties, de cognitieve inhoud van emoties, het verband tussen emotie, persoonlijkheid en omringende werkelijkheid en de functie van emotie in het menselijke bestaan. Ook de theoretische invalshoek voor het bespreken van emoties verschilt onderling bij deze auteurs: James benadrukt de lichamelijke oorsprong van emoties, Sartre de manier waarop emoties verbonden zijn met betekenis en betekenisgeving, Solomon de verhouding rede en emotie, Nussbaum het belang van emoties in een volwaardig menselijk bestaan en De Waal de oorsprong van emoties in evolutionaire continuïteit.

## **Onderwijsvorm**

Hoor- en werkcollege

## **Toetsvorm**

Presentatie (20%), schriftelijk tentamen (80%).

## **Literatuur**

William James, *The Principles of Psychology*, deel II, hoofdstuk 25, "The Emotions". Cambridge, Harvard University Press, 1981. Verkrijgbaar bij de UBVU. Jean-Paul Sartre, *Magie en emotie*. Amsterdam, Boom, 2009 (herdruk). Robert Solomon, *Not Passion's Slave. Emotions and Choice*. Oxford, Oxford University Press, 2003. Dit boek is digitaal verkrijgbaar via de UBVU, Oxford Scholarship Online, 2003. We lezen hoofdstuk 6 en 7. Martha Nussbaum, *Upheavals of Thought. The Intelligence of Emotions*. Cambridge, Cambridge University Press, 2001. We lezen deel I en de inleidingen van deel II en III. Frans de Waal, "What is an animal emotion?" in: *Annals of the New York Academy of Sciences* 1224 (2011), p. 191-206. Verkrijgbaar als elektronische publicatie bij de UBVU. Frans de Waal, *The Age of Empathy*. London, Souvenir Press, 2009. We lezen hoofdstuk 4. Verkrijgbaar bij de UBVU.

## **Vereiste voorkennis**

Afronding van het eerste Bachelor jaar van de opleiding wijsbegeerte. Studenten uit andere studierichtingen moeten blij kunnen geven van enige filosofische voorkennis, b.v. door het hebben gevolgd van een college wijsgerige vorming.

## **Aanbevolen voorkennis**

Voor studenten uit andere studierichtingen filosofische voorkennis.

## **Doelgroep**

Premaster studenten wijsbegeerte, minor studenten wijsbegeerte.

## Overige informatie

Voor meer informatie, zie t.z.t. de studiehandleiding van dit vak.

## Probability Theory

<b>Vakcode</b>	E_EOR1_PT ()
<b>Periode</b>	Periode 1+2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. D.A. van der Laan
<b>Examinator</b>	dr. D.A. van der Laan
<b>Docent(en)</b>	prof. dr. B.F. Heidergott, dr. D.A. van der Laan, M. van Ee MSc
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	100

### Doel vak

Het beheersen en kunnen toepassen van de elementaire begrippen uit de kansrekening en meest gebruikte kansverdelingen in praktische problemen.

### Inhoud vak

Het wiskundige fundament voor zowel het modelleren van beslissen onder onzekerheid als het uitvoeren van statistiek is de kansrekening en de kansrekening heeft daarom een centrale rol in de bachelor Econometrie en Operations Research.

De opbouw van deze cursus is als volgt.

- Basiselementen van de waarschijnlijkheidsrekening (toevalsexperiment, uitkomstenruimte, eventualiteit en kansmaat) en fundamentele rekenregels voor kansen op eventualiteiten. Combinatorische kansmodellen, voorwaardelijke kansen, de regel van Bayes, en de wet van de totale waarschijnlijkheid.
- Introductie van het concept van een stochastische variabele, en begrippen zoals verdelingsfunctie, kansmassafunctie, verwachting en variantie van een stochastische variabele.
- Specifieke discrete kansverdelingen, zoals bijvoorbeeld de binomiale, hypergeometrische, Poisson, en geometrische verdeling.
- Continue stochastische variabelen en bijbehorende kansverdelingen. Specifieke continue kansverdelingen zoals de uniforme, normale, exponentiele en gamma verdeling. Relaties tussen deze continue kansverdelingen en de al eerder ingevoerde discrete kansverdelingen worden besproken.
- Indien er voldoende tijd is worden aan het eind van de cursus de begrippen bivariate en multivariate kansverdeling uitgelegd inclusief daarmee samenhangende begrippen zoals gezamenlijke en marginale verdelingsfuncties, conditionele kansverdeling en onafhankelijkheid van stochastische variabelen.

### Onderwijsvorm

Hoorcollege 2x2u per week, practicum 1x2u per week.

### Toetsvorm

Tussententamen -individuele beoordeling  
Tentamen - individuele beoordeling

### Literatuur

Auteur: Saeed Ghahramani; Titel: Fundamentals of Probability (with stochastic processes); Uitgave: Third Edition; Jaar van uitgave: 2016; Uitgever: CRC Press, Taylor&Francis Group; ISBN: 9781498755016.

### Aanbevolen voorkennis

Actieve beheersing van de VWO wiskunde.

### Overige informatie

Tijdens deze cursus wordt beroep gedaan op kennis die tijdens de gelijktijdige cursus Analysis I wordt opgedaan.

## Procurement and Supply Management

<b>Vakcode</b>	E_IBK3_PSM ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. R. Roberti
<b>Examinator</b>	dr. R. Roberti
<b>Docent(en)</b>	dr. R. Roberti
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### Doel vak

All organisations need inputs of goods and services from external suppliers or services providers. In this course we examine the developing role of the purchasing and supply function in managing and shipping inputs and outputs of companies, and address the ways in which the activity can contribute to the efficiency and effectiveness of an organisation.

Purchasing is seen by many of today's successful organisations as an activity of considerable strategic importance. The fact that the strategic role and contribution of purchasing and supply is well recognised in many leading commercial concerns and public institutions has meant that the strategic purchasing decisions may be taken by purchasing involvement at board level, rather than by a departmental manager. The ramifications of purchasing decisions on the operational processes may also be significant. Quantity discounts or optimal choice of transport may for example lead to gains in direct procurement expenses, but they may increase other cost in the supply chain (such as inventory). Such costs need to be traded off.

Students learn how to classify, describe and analyse key procurement and supply decisions (learning objective "academic skills") in order to understand the role of procurement and supply management in organisations (learning objective "knowledge"). Students learn how to understand, analyse and quantify trade-offs in procurement and supply decisions and to identify effects of procurement and supply decisions on supply chain performance (learning objective "quantitative skills"). Students apply results from academic research in practical case settings (learning objective "bridging theory and practice") and critically

reflect on the research (learning objective “research skills”). Students present their case findings (learning objective “social skills”).

### **Inhoud vak**

In this course we aim to discuss the management of purchasing, transport and supply activities. More specifically we aim at lecturing the following topics:

- sourcing strategies
- outsourcing and supply risk management
- public sector procurement
- transport procurement
- managing inventory
- contracting
- the structure of freight transport cost
- freight transport demand
- value of time and reliability; modal choice and route choice
- urban transport systems: congestion and reliability
- environmental effects of transport and corporate responsibility
- transport policy at local, national and EU levels

### **Onderwijsvorm**

Lectures

Tutorials

### **Toetsvorm**

Written exam – Individual assessment

(Interim) Assignment(s) – Group assessment

### **Literatuur**

Literature: to be announced

### **Aanbevolen voorkennis**

For BK

1.1 Business Processes; 1.1 Business Mathematics; 1.4 Supply Chain Management I; 2.4 Supply Chain Management II; 3.4 Managing and improving quality

For IBA:

1.1 Business Mathematics; 1.4 Global Supply Chain Management; 1.6 Business Processes; 2.5 SCM in Emerging Economies; 3.4 Managing and improving quality

## **Professional Skills**

<b>Vakcode</b>	E_IBA3_PROFS ()
<b>Periode</b>	Periode 5
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	300

### **Overige informatie**

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid.



At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VU.net is necessary. The course description (including literature) can be found in last year's study guide.

## Programming for Economists

<b>Vakcode</b>	X_400644 ()
<b>Periode</b>	Periode 6
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Exacte Wetenschappen
<b>Coördinator</b>	ir. M.P.H. Huntjens
<b>Examinator</b>	ir. M.P.H. Huntjens
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	100

### Doel vak

In dit vak leer je:

- algoritmisch denken;
  - gestructureerd programmeren
- en verwerf je inzicht in de manier waarop computers gebruikt kunnen worden om problemen op te lossen.
- Hierdoor verkrijg je de basiskennis programmeren
- die nodig is om bij de diverse vervolgvakken in de opleiding Economie en Bedrijfseconomie effectief gebruik te kunnen maken van programmeren;
  - om je de verschillende programmeeromgevingen/talen, die later in de opleiding gebruikt zullen worden, snel eigen te maken;
  - om later, bij zelfstandig onderzoek, antwoorden op specifieke onderzoeksvragen te kunnen vinden met behulp van programmeren.

### Inhoud vak

types, expressies, toekenningsopdracht, keuze-opdrachten, herhalingsopdrachten, standaardfuncties, zelf functies maken, I/O, lists, strings, ontwerp maken en gebruik van grafische interfaces uit een voorgeprogrammeerd package

### Onderwijsvorm

Hoorcollege met een parallel practicum.

In het practicum zijn een aantal opgaven opgenomen over onderwerpen die in de vakken van periode 1 t/m 5 van het eerste jaar behandeld zijn en waar nu computerprogramma's voor geschreven dienen te worden.

contacturen:

- 1e week: 8 uur college + 6 uur practicum
- 2e week: 6 uur college + 12 uur practicum
- 3e week: 6 uur college + 12 uur practicum
- 4e week: 12 uur practicum

### Toetsvorm

opdrachten tijdens practicum

### Literatuur

Er wordt gebruik gemaakt van een online boek (How to Think Like a Computer Scientist, Learning with Python, 2nd Edition, by Jeffrey Elkner, Allen B. Downey, and Chris Meyers) te vinden op de URL: <http://openbookproject.net/thinkcs/python/english2e/index.html>

### Vereiste voorkennis

geen

### Aanbevolen voorkennis

geen

### Doelgroep

1ECO

## Psychophysio and Cogn. Applications (UM)

<b>Vakcode</b>	P_UPCAPP ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. ing. E. van der Burg
<b>Examinator</b>	dr. ing. E. van der Burg
<b>Docent(en)</b>	dr. ing. E. van der Burg, prof. dr. J.C.N. de Geus
<b>Lesmethode(n)</b>	Hoorcollege, Practicum
<b>Niveau</b>	300

### Doel vak

- Insight in the link between affective state and autonomic nervous system activity.
- Insight in the link between cognitive state and eye-movement, psychophysics and reaction time metrics.
- Knowledge of typical experimental approaches and research designs in psychophysiology and cognitive psychology.
- Practical skills in the laboratory measurement of autonomic nervous system activity, eye-movement, psychophysics and reaction time as windows into affective and cognitive processing in the brain.

### Inhoud vak

In plenary lectures we will outline how affective and cognitive processing is reflected in observable behavioral and physiological signals. The lectures are interspersed with a series of practicals, where the students learn how to record the ElectroCardioGram (ECG), Skin-conductance Level (SCL), eye movements, psychophysics and reaction times in experimental designs aimed at isolating specific affective and cognitive processes. This will be done in a standardized laboratory setting using the Biopac system for ECG/SCL and the Eyelink system to measure the different aspects of eye movements. Amongst others, students will measure (on each other): skin-conductance responses to tonic and phasic emotional stimuli; eye-movements and reaction times when performing a xx task. Furthermore, tactile sensitivity will be measured by using a psychophysical approach. The main principles, strategies and

limitations for data analysis will be covered in the lectures and then applied in the practicals to the self-recorded data-sets. Finally, we will visit the Dutch organization for applied research TNO) in order to get acquainted with the typical approaches and research designs in applied settings.

### Onderwijsvorm

Lectures and practicals

### Toetsvorm

Written examination (50% of grade) of literature and execution of a short data collection experiment (20%) and the signal analysis on the data collected (30%).

### Literatuur

- 1) Psychophysiology Reader with selected articles
    - a) paper on SCL recording
    - b) paper on HR recording
    - c) paper illustrating the use of HR/SCL in practice (likely Critchley or Damasio)
  - 2) Cognitive Psychology Reader with selected articles
    - d) paper on psychophysics
    - e) paper on Eye movement recording (Van der Stighel, Meeter and Theeuwes, 2006)
    - f) paper illustrating the use of Eye-movement recording or psychophysics in research
  - 3) Powerpoints of the lectures
- More information on BlackBoard

### Overige informatie

Course registration must be completed before November 1, as sufficient assistance and rooms for practicals need to be organized up front.

## Quantitative Research Methods III - Economics and Finance

<b>Vakcode</b>	E_EBE3_QRMEF ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. A. Opschoor
<b>Examinator</b>	dr. A. Opschoor
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### Doel vak

Het doel van het vak is om studenten begrip bij te brengen over het uitvoeren van empirisch onderzoek en in het bijzonder over het gebruik van regressiemodellen (Onderzoeksvaardigheden). Hierbij gaat het erom dat studenten leren om data zorgvuldig te gebruiken en een afgewogen keuze te maken voor een empirisch model (Academische vaardigheden). Vervolgens leren studenten om de schattingsresultaten van dit model op een correcte manier te interpreteren (Vakkennis; Academische vaardigheden).

Na het succesvol afronden van het vak:

- kun je een aantal beschrijvende statistieken opstellen, beschrijven en interpreteren;
- kun je univariate en multivariate lineaire regressiemodellen uitvoeren en de uitkomsten interpreteren;
- weet je hoe je moet omgaan met problemen als onzuiverheden die ontstaan door het weglaten van variabelen;
- weet je hoe je moet omgaan met uitschieters;
- kun je de invloed van multicollineariteitsproblemen omschrijven, herkennen en aanpakken;
- kun je modellen schatten met behulp van STATA.

### Inhoud vak

Studenten maken allereerst kennis met verschillende databronnen en leren data samen te vatten in een aantal beschrijvende statistieken.

Vervolgens leren zij hoe univariate en multivariate lineaire regressiemodellen uitgevoerd dienen te worden. Hierbij wordt aandacht besteed aan wat de klassieke veronderstellingen zijn van het lineaire regressie model. Voorts spelen de keuze van de juiste specificatie, de interpretatie van de coëfficiënten en het uitvoeren van statistische toetsen een belangrijke rol. Problemen als bias door weggelaten variabelen, het omgaan met uitschieters, en multicollineariteit worden besproken. Tenslotte wordt er aandacht besteed aan modellen voor tijdreeksen (in het bijzonder AR(MA) modellen) en Probit en Logit modellen (voor het geval dat de uitkomstvariabele binair is). Studenten brengen de genoemde technieken in praktijk met behulp van STATA.

### Onderwijsvorm

Hoorcolleges.  
Werkcolleges.

### Toetsvorm

Empirische opdrachten - groepsbeoordeling.  
Tentamen - individuele beoordeling.

### Literatuur

Wordt later bekend gemaakt.

### Aanbevolen voorkennis

Quantitative Research Methods I en II.

### Doelgroep

Dit vak is bedoeld voor de derdejaars studenten Economie en Bedrijfseconomie in de tracks Economics en Finance.

## Radicalization and Conflict

<b>Vakcode</b>	S_RC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	prof. dr. J. van Stekelenburg
<b>Examinator</b>	prof. dr. J. van Stekelenburg
<b>Docent(en)</b>	prof. dr. J. van Stekelenburg
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep

<b>Niveau</b>	300
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### Doel vak

Students have insight into processes of polarization and radicalization based on cultural and religious social identities. They understand how group processes and institutional and cultural dynamics shape cultural conflicts between social groups.

### Inhoud vak

Ethnic and religious identities have increasingly become a focal point of social conflict. Ranging from interpersonal discrimination and group conflicts to demonstrations, riots, and terrorism, cultural identities seem to have radicalized, both among native and migrant groups. They have become a major concern for various policy makers. How has cultural identity become so politicized? And is it really a sign of this time? What for instance about the Spanish separatist movement ETA, or the Irish IRA opposing British rule in Ireland? This course analyzes contemporary Western polarization and radicalization and compares it to more historical and non-western episodes of radical conflict. What happens at the individual and group level? And how does the institutional and cultural dynamics in society help shape and prevent religious and cultural conflicts between groups?

### Onderwijsvorm

Lectures

### Toetsvorm

Examination.

### Literatuur

To be announced

### Doelgroep

Bachelor students, exchange students

### Overige informatie

This course is part of the minor Frontiers of Multicultural Societies

## Research Assistantship Honours Course

<b>Vakcode</b>	E_HP2_RASS (986135)
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. H.E.D. Houba
<b>Examinator</b>	dr. H.E.D. Houba

### Doel vak

The primary purpose of the Research Assistantship (RA) is to gain first-hand research experience and enhance students' research skills. It entails a tutored research project at one of the research groups at FEWEB, which may be part of a larger research project/program of the group in which the student participates or may be set up as a separate project specifically for the RA-ship.

## Inhoud vak

FEWEB HP students in their 3rd bachelor year can choose to substitute one of their elective courses for a high-quality RA. It entails a tutored research project at one of the research groups at FEWEB, which may be part of a larger research project/program of the group in which the student participates or may be set up as a separate project specifically for the RA-ship. Two general formats can be chosen to set up the RA-ship:

- (1) as an independent component of the honours program (6 credits),
- (2) a study combined with the BSc thesis, which allows to develop a research project of larger scale and/or scope (12 + 6 credits).

Option 2 seems the ideal way to combine the regular BSc thesis work with a more in-depth empirical study than is usually the case for the thesis. The RA allows students to build on their skills developed during the programme and, if combined with the BSc thesis, to extend this into a more complete research experience. Research in this description should be considered in a broad sense, and can involve different stages of research and different research methods. Although typically the RA will include an empirical research component, it may also involve extended literature research. Naturally, this should be reflected in the project design and criteria used for evaluation of the process and output.

Key for the evaluation of the RA is the provision of an independent piece of research output in the form of a research paper. The quality of the paper should be such that it can be graded and preferably be submitted to an academic conference or perhaps even to an academic journal. This paper can be complemented with other relevant project output as part of the evaluation such as databases, measurement instruments and reference list. These elements may also be part of the evaluation and grading of the project. The form of the RA that is chosen is an important determinant of the expected output and a major factor in the evaluation process. In case of option 1 described above, expectations about output of the project need to be in line with the credits (6 EC) that are available for the RA-ship. When option 2 is chosen, the output of the RA can be integrated into the BSc thesis, which results in a significant increase in expected output. Note that the scope of the RA-ship, expected output and evaluation should be proportional with the weights of the two components in the programme (i.e. 6 + 12 EC). Evaluation of the RA is context dependent, since this depends on the nature of the research and the tasks conducted by the RA. General guidelines for evaluation and grading can, however, be provided and include the following aspects:

- Quality, originality and relevance of the research question (or of extensions/refinement of existing questions developed by the student)
- Theory development
- Extent and quality of data collection and analysis
- Description of findings and results
- Development and discussion of inferences and conclusions
- Independence (e.g. in formulating/developing/extending research questions, theory development, data collection and analysis and drawing of inferences)
- Overall quality of the research report (quality of writing, appearance etc.)

Not all elements may be equally important for each RA-ship, and weights should be determined in accordance with the nature of the project. When the RA is combined with the bachelor thesis, supervisors are recommended to take these criteria in conjunction with the evaluation checklist for the thesis. In this case, the thesis and RA can be evaluated and graded

as if they are one study component, even though this grade will be registered separately for the two components.

The possibility to engage in an RA and to gain hands-on experience in conducting research is dependent on the availability of qualified researchers and projects within the different research groups. Interested honours students are advised to actively explore possibilities through their contacts with faculty members in the BSc and honours programme, and with their mentor in the honours programme. Research projects will usually be formulated close to ongoing research projects at the department or research group, and depending on students' interests, they can apply at the appropriate research group and supervisor. Research-assistantships can start any time during the academic year, although students are recommended to engage in an RA after, and not before having completed their advanced methods course in the bachelor program. Entry level requirement may also be set for specific projects, which require certain quantitative or qualitative research skills. Typically, the second half of the last year in the honours programme may fit best when combining this with the BSc thesis. Students engaging in an RA are required to notify the programme coordinator up-front, and send a project proposal for approval to [honoursprogramma.feweb@vu.nl](mailto:honoursprogramma.feweb@vu.nl).

This proposal, developed jointly with the prospective supervisor, should include:

1. Research problem
2. Research question(s)
3. Research design
4. Relevance
5. Structure of the research paper
6. Planning

#### **Onderwijsvorm**

Conducting an independent research project under individual supervision.

#### **Toetsvorm**

Grading of the research paper and/or other research output by the supervisor.

#### **Literatuur**

To be decided by the supervisor.

## **Research Participation I**

<b>Vakcode</b>	E_IBA1_RPR1 ()
<b>Periode</b>	Periode 1+2+3
<b>Credits</b>	0.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J. Eelen
<b>Examinator</b>	dr. J. Eelen

#### **Doel vak**

Research participation provides an opportunity to get involved in how research is organized and practiced, and to incorporate those experiences in developing academic and research skills. The educational

programme links the experiences to theories and research methods.

### **Inhoud vak**

In the first and the second year of the bachelor programme, students participate in different types of research (e.g., experiments, surveys, interviews) conducted by the different departments at FEWEB.

### **Onderwijsvorm**

Participation in research sessions

### **Toetsvorm**

Students demonstrate their learning experience by gathering 20 research credits per year (i.e., min. 2.5 and max. 7 hours of active research participation). For first year students, research participation is an obligatory part of the course Academic Skills 1.3. First year students can participate in research sessions in period 1, 2 and 3. Notice that students only receive points for Academic Skills once the requirement of 20 research credits is fulfilled.

### **Literatuur**

Not applicable

### **Vereiste voorkennis**

Not applicable

## **Research Participation II**

<b>Vakcode</b>	E_IBA2_RPR2 ()
<b>Periode</b>	Periode 1+2+3+4
<b>Credits</b>	0.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J. Eelen
<b>Examinator</b>	dr. J. Eelen

### **Doel vak**

Research participation provides an opportunity to get involved in how research is organized and practiced, and to incorporate those experiences in developing academic and research skills. The educational programme links the experiences to theories and research methods.

### **Inhoud vak**

In the first and the second year of the bachelor programme, students participate in different types of research (e.g., experiments, surveys, interviews) conducted by the different departments at FEWEB.

### **Onderwijsvorm**

Participation in research sessions

### **Toetsvorm**

Students demonstrate their learning experience by gathering 20 research credits per year. Second year students can participate in research sessions in preceding period 2.4. Notice that students only receive points for the course 2.4 BRM I - Quantitative when the requirement of 20 research credits is fulfilled.



## Literatuur

Not applicable

## Vereiste voorkennis

Not applicable

## Revalidatie

<b>Vakcode</b>	B_REVAL (900412)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. T.W.J. Janssen
<b>Examinator</b>	prof. dr. T.W.J. Janssen
<b>Docent(en)</b>	prof. dr. T.W.J. Janssen
<b>Lesmethode(n)</b>	Hoorcollege, Practicum
<b>Niveau</b>	400

### Doel vak

Na het volgen van deze cursus

- Is de student bekend met relevante begrippen, concepten en modellen uit de revalidatie, ook in de context van arbeidsreïntegratie en hulpmiddelproblematiek.
- Toont de student inzicht in de problematiek van speciale groepen in de context van revalidatie.
- Is de student in staat tot een kritische analyse van een probleem uit de revalidatie, arbeidsreïntegratie of hulpmiddelproblematiek.

### Inhoud vak

Revalidatie is te omschrijven als 'het gecoördineerd en gecombineerd gebruik van maatregelen op medisch, sociaal, arbeidstechnisch en onderwijskundig terrein die de gehandicapte op de voor hem/haar optimale plaats in de samenleving moet helpen'. Bij uitstek een multidisciplinaire teamprestatie. In deze cursus zullen verschillende aspecten van deze multidisciplinaire aanpak besproken worden, waarbij de verschillende disciplines aan bod komen bij het revalidatieproces van o.a. mensen met een dwarslaesie en niet-aangeboren hersenletsel. Daarnaast zal de vraag worden gesteld welke consequenties een functionele beperking heeft voor o.a. arbeidsparticipatie en hulpmiddelgebruik. De (mogelijke) rol van de bewegingswetenschapper binnen de revalidatie zal ook bediscussieerd worden.

### Onderwijsvorm

Deze module bestaat uit twee onderdelen: enerzijds een reeks bijeenkomsten (hoor- en werkcolleges, een workshop, en een bedrijfs- en 'werkplek' bezoek) anderzijds is er een groepsopdracht. De cursusomvang is 6 erts (168u), waarvan de uren per student als volgt zijn verdeeld over beide onderdelen: collegebijeenkomsten (15x2u), practica & werkgroepen (3x4u), tentamen (2u), de uitwerking van de groepsopdracht (74u), plus tot slot de college- en tentamenvoorbereiding (50u). De groepsopdracht wordt uitgevoerd in viertallen, waarin de wetenschappelijke onderzoekscyclus wordt uitgewerkt en doorlopen aan de hand van een typisch probleem in de context van ergonomie in de

revalidatie. De opdracht wordt afgerond met een werkstuk en een referaat tijdens een reeks afsluitende colleges.

### Toetsvorm

Toetsing vindt plaats aan de hand van de praktijkopdracht (werkwijze en verslag) en een afsluitend schriftelijk meerkeuzetentamen. Beide onderdelen tellen voor 50% in het eindoordeel, waarbij de deeltijfers niet lager mogen zijn dan een 4.5 (afgerond). De collegestof en hand-outs en een aantal hoofdstukken uit het boek Revalidatie voor Volwassenen vormen het tentamenmateriaal.

### Literatuur

J.H.B. Geertzen, G.G. Vanderstraeten & J.S. Rietman. Revalidatie voor volwassenen. Jaar 2014. ISB 9023250796.  
Handouts en reader.

### Intekenprocedure

De indeling van werkgroepen/(computer)practica/tutorgroepen etc. vindt plaats via Blackboard.

### Overige informatie

Er wordt uitgegaan van latente kennis rond revalidatie op het nivo van het 1ste & 2 de jaar van de opleiding bewegingswetenschappen (Inleiding Beweging en Gezondheid, Pathologie van het Bewegen en de readers)

## Schrijvershuisbezoeken

<b>Vakcode</b>	L_NNBAALG002 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.H.C. Bel
<b>Examinator</b>	dr. J.H.C. Bel
<b>Docent(en)</b>	dr. J.H.C. Bel
<b>Lesmethode(n)</b>	Excursie, Werkcollege
<b>Niveau</b>	300

### Doel vak

Elk van de bezoeken wordt in de daaraan voorafgaande week grondig voorbereid op basis van de lectuur van een of meer werken van deze auteur. Telkens vormt één werk, in combinatie met het zoeklicht 'poëtica', het uitgangspunt voor deze bezoeken. Vragen die aan de orde komen zijn: wat is de literatuuropvatting van deze schrijver? Welke kwesties houden hem/haar bezig? Hoe gaat de schrijver te werk? In hoeverre is het schrijven voor hem of haar een beroep?

### Inhoud vak

Onder leiding van Ernest van der Kwast, de 'vrije schrijver' aan de VU 2016-2017, en Jacqueline Bel wordt een bezoek gebracht aan vier schrijvers. Elk van de bezoeken wordt in de daaraan voorafgaande week grondig voorbereid op basis van de lectuur van een of meer werken van deze auteur. Telkens vormt één werk, in combinatie met het zoeklicht 'poëtica', het uitgangspunt voor deze bezoeken. Vragen die aan de orde

komen zijn: wat is de literatuuropvatting van deze schrijver? Welke kwesties houden hem/haar bezig? Hoe gaat de schrijver te werk? In hoeverre is het schrijven voor hem of haar een beroep?

### Onderwijsvorm

Werkcolleges en huisbezoeken onder leiding van Ernest van der Kwast en Jacqueline Bel. Er worden vier schrijvers bezocht. De namen worden spoedig bekend gemaakt.

### Toetsvorm

Actieve participatie en deelopdrachten (40 procent). Afrondend eindwerkstuk (60 procent). Colleges moeten altijd grondig zijn voorbereid conform de instructies uit de studiehandleiding.

### Literatuur

Een roman van Ernest van der Kwast (Mama Tandori) en van de schrijvers aan wie een huisbezoek gebracht wordt; secundaire literatuur over deze schrijvers en secundaire literatuur over poëtica-onderzoek (Van den Akker/Dorleijn, Sötemann).

### Vereiste voorkennis

Geen, maar het college Meesterwerken uit de wereldliteratuur dient tegelijkertijd gevolgd te worden.

### Doelgroep

De minor staat open voor alle Bachelor-studenten.

### Overige informatie

Aanwezigheid verplicht

## Sensomotorische Coördinatie

<b>Vakcode</b>	B_SENSOCOR ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. C.E. Peper
<b>Examinator</b>	dr. C.E. Peper
<b>Docent(en)</b>	dr. C.E. Peper, prof. dr. A.M.L. Kappers
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Practicum
<b>Niveau</b>	200

### Doel vak

De student is bekend met het soort vragen dat in het onderzoek naar sensomotorische coördinatie wordt onderzocht. De student heeft basale kennis van de neurofysiologische en psychologische aspecten van bewegingscoördinatie, in het bijzonder in relatie tot de sensomotoriek. De student is bekend met enkele belangrijke theoretische benaderingen, experimentele bevindingen en praktische toepassingen.

### Inhoud vak

Bij bewegen staan we zelden stil. We lopen, fietsen, spreken, schrijven, vangen, springen, slaan en schoppen alsof het niets is. Toch gaat het

hier, als je er even over nadenkt, om vrij opzienbarende prestaties. Het menselijk lichaam telt meer dan 600 spieren en meer dan 100 gewrichten: daar kunnen heel wat bewegingen mee gemaakt worden, maar hoe maken we juist die ene, gewenste beweging? Dankzij het zenuwstelsel zijn onze bewegingen in de regel goed gestuurd en gecoördineerd, tenzij we te veel hebben gedronken of lijden aan een ziekte die de motoriek ondermijnt. De vraag die in deze cursus centraal staat is hoe de sturing en coördinatie van bewegingen tot stand komen, en welke rol onze sensorische systemen daarbij spelen. De cursus biedt een brede en gevarieerde inleiding in dit veelzijdige onderzoeksterrein. Naast een algemene introductie in de centrale thema's, wordt met name aandacht besteed aan de neurofysiologische en psychologische achtergronden van bewegingscoördinatie. Hierbij komt ook de relatie tussen waarnemen en bewegen ruimschoots aan bod. De stof wordt geïllustreerd aan de hand van concrete voorbeelden van zowel alledaagse situaties als bepaalde ziektebeelden.

### **Onderwijsvorm**

28 uur/ 14 hoorcolleges

2 uur/ 1 vragenuurtje

2 uur/ 1 practicum

4 uur/ 2 werkcolleges

20 uur/ verslag schrijven

4 uur/ voorbereiding practicum en werkcolleges

10 uur/ 5 web-labs (incl. voorbereiding)

95 uur/zelfstudie (incl. college- en tentamenvoorbereiding)

3 uur / tentamen

De contacturen bestaan uit 14 hoorcolleges, 1 practicum, 2 werkcolleges en een vragenuurtje.

De hoorcolleges hebben tot doel de stof in de te bestuderen literatuur nader toe te lichten en met o.a. voorbeelden en opdrachten tot leven te brengen. Aanwezigheid bij de hoorcolleges is niet verplicht, maar de inhoud van de colleges maakt wel deel uit van de tentamenstof. Tijdens het practicum zullen een aantal coördinatiefenomenen aan den lijve worden ondervonden, en aan de hand van opdrachten worden bestudeerd. Naar aanleiding van dit practicum schrijft iedere student een verslag. Tijdens de werkcolleges worden een aantal onderwerpen uit de collegestof nader besproken. Het practicum en de werkcolleges worden uitgevoerd in groepjes van 15-20 studenten. Daarnaast wordt de student regelmatig uitgenodigd tot zelfwerkzaamheid aan de hand web-labs. Hierbij worden opdrachten uitgevoerd via Blackboard. Deze opdrachten worden niet behandeld tijdens de colleges. Sommige web-labs fungeren primair als een toets van de beheersing van de gedoeerde stof, terwijl in andere web-labs deze stof verder wordt uitgediept. Iedere web-lab is gedurende ongeveer 1 week beschikbaar. Het practicum, de werkcolleges, de web-labs, en het schrijven van het verslag zijn verplichte cursusonderdelen.

### **Toetsvorm**

Schriftelijk tentamen met ja/nee-vragen. Het eindcijfer wordt voor 90% bepaald door de score op dit tentamen en voor 10% door het cijfer voor het verslag. Tevens dient het cijfer voor het verslag minimaal een 4 te zijn. Daarnaast zijn uitvoering van de web-labs en actieve deelname aan het practicum en de werkcolleges een voorwaarde om de cursus te kunnen afronden.

## Literatuur

Verplichte literatuur:

- J. Tresilian (2012). Sensorimotor control & learning. An introduction to the behavioral neuroscience of action. Palgrave Macmillan: H1 t/m 4, §5.3, §7.1-2, §8.1, H9, H11, H12. Nadere specificatie van verplichte paragrafen wordt aangegeven in de cursushandleiding.
- Collegedictaat

Geadviseerde literatuur:

- Uit bovengenoemd boek van J. Tresilian: §5.4.2-3, §6.3, §7.3-5 (i.h.b. §7.5.4).

## Intekenprocedure

De indeling van werkgroepen/(computer)practica/tutorgroepen etc. vindt plaats via Blackboard.

## Overige informatie

De formateisen en deadline voor het werkstuk worden via Blackboard bekend gemaakt.

## Services Logistics

<b>Vakcode</b>	E_BK3_SL ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. ir. S.L.J.M. de Leeuw
<b>Examinator</b>	prof. dr. ir. S.L.J.M. de Leeuw
<b>Docent(en)</b>	prof. dr. ir. S.L.J.M. de Leeuw
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

## Overige informatie

This course will not be lectured anymore from 2016-2017. Students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, can make use of the transitional arrangements. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUNet is necessary. The course description (including literature) can be found in last year's study guide.

## Shared Value Creation

<b>Vakcode</b>	E_IBA3_SVC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. H.L.F. de Groot
<b>Examinator</b>	prof. dr. H.L.F. de Groot

<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### **Doel vak**

Academic skills:

Understanding and applying theories related to shared value and sustainable development.

Knowledge:

Understanding the complex theoretical, empirical and societal debate on the relationship between organizations, technological dynamics, society, and the natural environment and the implications for the transition in the direction of sustainable development; Knowing which stakeholders have which stakes, and how to act- react and report on those.

Bridging theory and practice:

Experiencing how concepts (shared value, sustainability) translate into concrete actions and products (integral accounting, innovation, lobby).

Social Skills:

Active debates will develop social skills and logic argumentation.

### **Inhoud vak**

This course examines the fundamental technological and organizational transitions that are ahead of companies and that are required to deal with the grand challenge of sustainable development. A shift from narrow profit maximization to shared value creation seems eminent. But how is shared value created? With which stakeholders? How does value creation change the way companies report to their stakeholders? And how does financing and reporting accelerate sustainable transitions?

This course will give you insight into what strategic reorientation is needed to create shared value: what technologies, products and markets to focus on, whom to work with, how to report on performance? After completing the course, you will understand which fundamental changes are needed in business operations, how governments can successfully intervene to change firm behavior into a more sustainable direction, and how these changes are embedded within the wider stakeholder network.

Part 1 of the course presents the theoretical and empirical framework that will be used to analyze innovation and adoption behavior of firms. It includes a discussion of the context within which the company behaves and an analysis of the effectiveness of policy instruments. How can companies create shared value? How does this influence their strategy and performance? What are the challenges the firm and government face in the transition towards a sustainable future? Attention will also be devoted to the shift from financial, to sustainability and integral reporting and on how reporting influences a firm's legitimacy.

Part 2 focuses on how the paradigm shift from a shareholder to a stakeholder approach as shared value creation is a multi-stakeholder challenge. Who are key stakeholders? What challenges do companies face in integrating stakeholder knowledge? And how can the collaboration with stakeholders help the company succeed?

### **Onderwijsvorm**

Lectures

Tutorials

## Toetsvorm

Written exam – Individual assessment  
(Interim) Assignment(s) – Group assessment  
Class participation

## Literatuur

Senge, Smith, Kruschwitz, Laur and Schley (2008), The Necessary Revolution: How Individuals and Organizations Are Working Together to Create a Sustainable World, Doubleday (selected chapters).

Additional selection of articles will be announced on Blackboard.

## Small Business Development

<b>Vakcode</b>	E_IBK3_SBD ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. G.J. Beekman MA
<b>Examinator</b>	drs. G.J. Beekman MA
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

## Doel vak

Knowledge:

- To become aware of the differences between large and small firms.
- To obtain in-depth knowledge of the theoretical domain of small business management.
- To understand the role of small businesses in various contexts (sector, region).

In terms of knowledge, this course builds upon Organization Theory (year 1), and (International) Strategy (year 2). SBD specifically addresses the small business phenomenon: how are general trends and specific strategic issues and theories different (or: the same) when it comes to managing small businesses.

Bridging Theory and Practice:

- To apply this knowledge, and previously acquired research skills to a selection of small business contexts.

With regards to the application of theory to practice (fieldwork), this course most specifically builds on Business Research Methods I (BK) and Business Research Methods II (IBA). The students will employ previously learned qualitative research skills to help solve real-life sector problems.

## Inhoud vak

Small businesses are facing tremendous challenges, with the ongoing digitalization and globalization today's world of business is facing. Next to the distinction in terms of size, small business can also be distinguished on the basis of their qualitative characteristics, such as the crucial role of the owner-manager, the strong local and regional

focus and the presence of family businesses.

This course is a balance between theory and practice. The fieldwork will take place in Amsterdam.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Written exam – Individual assessment  
Group project - Group assessment

### Literatuur

To be announced.

### Aanbevolen voorkennis

BK:  
1.2 Organization Theory; 2.2 Strategy; 2.4 BRM I – Qualitative; 2.5 Corporate Entrepreneurship;

IBA:  
1.2 Organization Theory; 1.3 Academic Skills; 2.2 International Strategy; 2.5 BRM II – Qualitative

## Social Media

<b>Vakcode</b>	S_SM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. B.K. Johnson
<b>Examinator</b>	dr. B.K. Johnson
<b>Docent(en)</b>	dr. B.K. Johnson
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### Doel vak

The social media course is part of the minor Netwerken in de Informatiemaatschappij. In this course, you will learn about social media through thorough review of relevant research, reflective use of social media, and analysis of social media networks and campaigns. Lectures on Tuesday and Friday will be devoted to understanding social media from a research perspective with an emphasis on the social psychological experience of social media use. Every Friday, workgroups will focus on analytic methods in the domains covered during the previous lectures. The course is structured around four themes:  
Relevant theories of media and innovation  
Individual and interpersonal factors  
Social media campaigns and the management of social media  
The intended and unintended effects of social media use  
Through this combination of lectures and workgroups, you will gain new theoretical grounding and analytic skills with which to understand this dynamic technology.



## **Inhoud vak**

Below is an overview of the course. The themes organize the individual lecture topics. Each theme connects directly to the course assignments, and several of the course assignments are the foundation for the final group presentation.

### Background and Theory

- Introduction, history, & terminology
- Medium theory & diffusion of innovations
- Affordances, interactivity, & social constructivism

### Individual and Interpersonal Factor

- Self-presentation
- Impression formation & management
- Interpersonal relationships

### SM Campaigns and Management

- Campaign design & health
- Online activism
- Marketing & online PR

### Social Media Effects

- Privacy & information sharing
- Information seeking & social influence
- Addiction, self-esteem, & happiness

Every student is expected to finish the assigned readings in advance of each class meeting. You are responsible for accessing journal articles online. Book chapters will be made available as .pdf files. All readings are required unless otherwise specified. Approximately each week, you will write a blog post that presents the work you have done in the workgroup.

## **Onderwijsvorm**

Lectures and study groups.

## **Toetsvorm**

Assessment will consist of an individual digital examination (40%), 5 workgroup assignments posted to your blog or Blackboard (50%), and one group report/presentation (10%). Three workgroup assignments are collaborative but graded individually. The final project/presentation will be graded by group, but may be weighted for individual contributions.

## **Literatuur**

The obligatory literature will include published journal articles and chapters. These will be available prior to each lecture via online databases.

## **Doelgroep**

FSW students pursuing the minor in Netwerken in de Informatiemaatschappij, as well as other interested bachelor, minor, and exchange students.

## **Overige informatie**

The class will be entirely in English, including all lectures, correspondence, assessments, and assignments. Foreign exchange students are very welcome.

## Social Network Analysis

<b>Vakcode</b>	E_IBA3_SNA ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. Z. Sasovova
<b>Examinator</b>	dr. Z. Sasovova
<b>Docent(en)</b>	dr. Z. Sasovova
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Practicum
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Sociology of Globalization and Multiculturalism

<b>Vakcode</b>	S_SGM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	drs. B. Slijper
<b>Examinator</b>	drs. B. Slijper
<b>Docent(en)</b>	drs. B. Slijper
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

### Doel vak

1. Students are familiar with the basic concepts in this research field: nation(alism), culture, ethnicity and identity.
2. Students are able to distinguish between the different theories on the effects of globalization of national societies: homogenization, differentialism and hybridization.
3. Students are able to distinguish between the different theories of immigrant incorporation; assimilation, multiculturalism and trans- and postnationalism.

### Inhoud vak

This course is an introduction to the minor Frontiers of Multicultural Societies. Students will be introduced into the basic concepts and theories in this research field. The course will offer the student a broad overview of the facts and figures of globalization and

immigration, its presumed effects on national cultures, and the most important theoretical debates within this thematic. The parallel course Radicalization and Conflict, and the subsequent courses Global Religion and Identity and Diversity in Organizations will zoom in to the more specific issues of globalization and diversity from various disciplinary perspectives. The final course Urban Struggle focuses on the concrete manifestations of globalization, migration and diversity in the local metropolitan context.

### Toetsvorm

Written examination

### Literatuur

Kivisto, Peter & Thomas Faist (2010). Beyond a border: The causes and consequences of contemporary immigration. London: Sage.  
Additional articles available on-line (t.b.a.). These articles will include (excerpts from) classical texts by authors such as Benedict Anderson, Ernest Gellner, Rogers Brubaker, Samuel Huntington, Benjamin Barber, Francis Fukuyama, Ulf Hannerz, Milton Gordon and Alejandro Portes.

### Doelgroep

Bachelor students; Exchange students

### Overige informatie

This course is part of the minor Frontiers of Multicultural Societies. Please note that the course has an introductory character.

## Sportpsychologie

<b>Vakcode</b>	B_SPORTPSY (900554)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. R.R.D. Oudejans
<b>Examinator</b>	dr. R.R.D. Oudejans
<b>Docent(en)</b>	dr. R.R.D. Oudejans
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	200

### Doel vak

Studenten beschikken over kennis van en inzicht in de belangrijkste onderwerpen, stromingen en theorieën van de sportpsychologie.

### Inhoud vak

De cursus beoogt de studenten te introduceren in het domein van de sportpsychologie en hen kennis te laten maken met het gebied van de exercise psychology. Aan de hand van het boek 'Sportpsychologie' vindt kennismaking plaats met de belangrijkste onderwerpen van de sportpsychologie. Aan de orde komen:

- sportpsychologie en de relatie van sportpsychologie met 'de' psychologie; de ontwikkeling van de sportpsychologie;
- motivatie, attributie en emotie en sport;
- persoonlijkheid en sport;

- mentale vaardigheden en mentale training;
- coaching;
- sportteams;
- agressie, blessures, burn-out, verstoord eetgedrag en 10.000 uur oefenen;

Daarnaast wordt kort stilgestaan bij mentale voorstellingen.

Kennismaking met de exercise psychology vindt plaats aan de hand van hoofdstuk 18 uit het boek 'Foundations of sport and exercise psychology' van Weinberg & Gould, waarbij onder andere aandacht wordt gegeven aan verschillende modellen van gedragsverandering.

### Onderwijsvorm

De cursus omvat 13 hoorcolleges van elk twee uur en wordt afgesloten met een tentamen. De resterende circa 140 uren zijn voor zelfstudie. Twee van de 13 colleges zijn gastcolleges verzorgd door sportpsychologen die in de praktijk van de sport werkzaam zijn.

### Toetsvorm

Tentamen (waar-onwaarvragen). Het tentamen duurt 2,75 uur inclusief dyslexietijd.

### Literatuur

- Bakker, F.C., & Oudejans, R.R.D. (2012). Sportpsychologie. Nieuwegein: Arko Sports Media (circa EURO 52, 50);
- Weinberg, R.S. & Gould, D. (2007 of 2011). Foundations of sport and exercise psychology (4de of 5de druk), hieruit Hoofdstuk 18, Exercise behavior and adherence, pp. 415-446. Champaign, IL: Human Kinetics.
- Aanvullende literatuur wordt aan het begin van de cursus opgegeven en is opgenomen in de cursushandleiding.

## State, Power and Conflict

<b>Vakcode</b>	S_SPC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. E.B. van Apeldoorn
<b>Examinator</b>	dr. E.B. van Apeldoorn
<b>Docent(en)</b>	dr. E.B. van Apeldoorn
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	100

### Doel vak

This course aims to familiarize students with fundamental political science concepts, especially the concept of power, and apply those concepts in order to gain a better understanding of the recent history of, and contemporary issues in, world politics. After completing the course, students will have:

- Knowledge of different approaches to the concept of power and be able to apply these to the analysis of (contemporary) political issues;
- An understanding of what 'states' are and how the modern state and the modern states system came into being;
- Knowledge of some key approaches in political science and an

overview of the discipline and major sub-disciplines;  
 - Knowledge of and insight into the main developments in the history of world politics from the Peace of Westphalia to the Iraq War and the current era of globalization and the power shift to Asia;  
 Be familiar with main patterns of cooperation and conflict between states as well as between non-state actors and be able to understand some of these patterns by the application of key political science concepts and some key approaches within the sub-discipline of International Relations.

### Inhoud vak

The course, which offers a broad introduction to the major concepts of and main approaches in political science, consists of two main parts. After a critical overview of different concepts of power, the concept of the state and contending perspectives on the conflict and cooperation within modern political systems, the course introduces students to contemporary world politics through an overview of international political history from the 17th century to the present. Here we seek to understand history by identifying recurrent patterns of cooperation and conflict not just between states but also involving non-state actors, and by applying some of the concepts and approaches dealt with in the first part of the course. The course will end with a discussion of contemporary issues within the context of a globalized world politics, such as the ongoing War on Terror, the communications revolutions and its impact upon power.

### Toetsvorm

Written examination

### Literatuur

- Nye, J., en D. Welch Understanding Global Conflict and Cooperation: An Introduction. Latest International Edition. Pearson.

- To be announced

### Doelgroep

Bachelor students; Pre-Master Course students; Exchange students.

## Statistics

<b>Vakcode</b>	E_EOR1_STAT ()
<b>Periode</b>	Periode 4+5
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. J.M. Sneek
<b>Examinator</b>	dr. J.M. Sneek
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	100

### Doel vak

Het college Statistics is een eerste inleiding in de basisbegrippen van de wiskundige statistiek. Na afloop van de cursus kan de student statistische modellen opstellen, verschillende soorten schatters bepalen, diverse standaard toetsen opstellen en uitvoeren en

betrouwbaarheidsintervallen construeren.

### **Inhoud vak**

In de statistiek wil men op grond van waarnemingen uitspraken doen over de kansverdeling waaruit deze waarnemingen afkomstig zijn. In het college komen aan bod: statistische modellen, puntschatten, toetsen, en het construeren van betrouwbaarheidsintervallen; verdelingsonderzoek en klassen kansverdelingen worden wanneer ze nodig zijn bij deze onderwerpen toegevoegd. Begripsvorming en de presentatie van enkele veel gehanteerde methoden staan centraal. De stof wordt geïllustreerd aan de hand van interessante praktijkvoorbeelden, aangevuld met numerieke en grafische uitwerkingen in Excel. In dit vak ligt de nadruk op de zogenaamde parametrische statistiek, dat wil zeggen dat de kansverdeling op één of meer parameters na bekend is.

### **Onderwijsvorm**

Hoorcolleges

Instructiecolleges

Een aantal onderwerpen zullen via zelfstudie worden geleerd. Hieronder valt het aanleren van Excel via een elektronische cursus.

### **Toetsvorm**

Tussentoets – Individuele beoordeling

Afsluitend, geschreven tentamen – Individuele beoordeling

Individuele opdrachten tijdens de instructiecolleges – Individuele beoordeling

### **Literatuur**

"Statistical Inference" van G. Casella en R.L. Berger (2008), International Edition of the 2nd revised edition, Cengage Learning  
Aanvullende documentatie via Blackboard of website.

### **Vereiste voorkennis**

Geen

### **Aanbevolen voorkennis**

Actieve beheersing van de VWO wiskunde

Kennis van het vak Probability Theory

### **Doelgroep**

Eerstejaars studenten van de opleiding Bsc Econometrie & Operations Research

### **Uitleg in Blackboard**

bb.vu.nl

### **Intekenprocedure**

N.v.t.

## **Strategic Management and the Strategy Process**

<b>Vakcode</b>	E_BK3_SMSP (61312030)
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.

<b>Coördinator</b>	dr. M.M. Rietdijk
<b>Examinator</b>	dr. M.M. Rietdijk
<b>Docent(en)</b>	dr. M.M. Rietdijk
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid.

At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Strategic management from a practice perspective: A day in the life of a CEO

<b>Vakcode</b>	E_IBK3_SMPP ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. M.M. Rietdijk
<b>Examinator</b>	dr. M.M. Rietdijk
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Instructiecollege
<b>Niveau</b>	300

### Doel vak

At the end of the course, students should be able to:

- Get insight into the tasks and challenges that CEOs of multinational firms are facing in their day-to-day work as a strategy maker;
- Bridge theory and practice by being able to relate popular management frameworks to strategic challenges that company leaders experience;
- Critically reflect on the interrelationships between the various strategic tasks of CEOs and how they can be successfully orchestrated.

These objectives will further develop various skills students had to master in the first two years of the program:

- Linking theory and concepts to practice;
- Gaining in-depth knowledge of the field of strategy.

The course focuses primarily on the following overall learning objectives in line with the IBA bachelor programme:

- Academic skills in analysis, abstraction, argumentation, and application.
- Bridging theory and practice with ability to translate and apply theoretical knowledge into business situations.
- Broadening students horizons by having a good understanding of current events on a global scale.

## Inhoud vak

The course aims to familiarize the student with the most important themes relevant for the strategic management of a firm. It aims to put students into the position of a CEO and expose them to those issues a CEO needs to deal with in a strategic manner. The session making up this course will each deal with a particular strategic question that addresses a broader theme, such as: How to gain and sustain a competitive advantage? (strategic positioning); In which markets to compete? (internationalization strategy); How to grow and expand our business? (M&A strategy); How to be successful and sustainable? (sustainability strategy); How to meet the challenges of the digital age? (digitalization strategy); How to manage relations with the board of directors? (corporate governance strategy); How to be a good leader? (leadership strategy). Students will learn to take a birds-eye point of view and discuss how these strategic issues are interrelated and together comprise the building blocks of corporate strategy. Invited guest speakers (CEOs) will allow students to be further exposed to real-life challenges of strategic management. Students will further be asked to examine critically the work (and strategy making) of one famous CEO of their choice (such as Steve Jobs, Bill Gates, etc.) based on publicly available data such as speeches and videos, and relate the CEOs behaviour to the strategic management approaches discussed in class. Findings will be presented during classes in teams.

## Onderwijsvorm

Lectures  
Tutorials

## Toetsvorm

Written exam – Individual assessment  
Essays based on readings – Individual assessment  
Case study presentation – Team assessment  
Class participation

## Literatuur

This course is article based.  
Readings will be announced in course manual.

## Aanbevolen voorkennis

BK:  
1.2 Organization Theory; 2.2 Strategy; 2.5 Corporate Entrepreneurship;  
3.4 Foundations of Strategic Management

IBA:  
1.2 Organization Theory; 1.3 Academic Skills; 2.2 International Strategy; 3.4 Foundations of Strategic Management

## Strategic Management of Technology and Innovation

<b>Vakcode</b>	E_BK3_SMTI ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. ir. J.J. Berends
<b>Examinator</b>	prof. dr. ir. J.J. Berends



<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### Doel vak

Academic skills: In this course students learn to critically evaluate innovation management concepts from academic literature and popular management press.

Knowledge: In this course, students gain theoretical understanding concerning:

- innovation types and the external innovation environment including innovation trajectories, standards, platforms, and ecosystems
- the development of innovation strategies and their operationalization in project selection, collaboration, and protection
- the product development process and organizational conditions for innovation

Bridging theory and practice: The course offers insight in the strategic importance of technological innovation for firms and society, recent developments in technology and innovation, and helps to develop skills to analyze real life cases.

### Inhoud vak

This course focuses on the strategic management of technology and innovation. Innovation refers to the development and implementation of new products, services, processes and business models and many of those innovations are enabled by technological developments. Innovation is crucial for business organizations to stay competitive in ever changing markets. In this course, students learn to understand and apply basic theories behind the processes of technology-based innovation within organizations and their environments, the development of innovation strategies, and the organizational implementation of innovation strategies. Theoretical understanding is applied in a simulation game and real life cases focusing on managerial dilemmas in the management of innovation.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Individual assignment  
Group assignments  
Written exam

### Literatuur

- Schilling, M. (2016). Strategic management of technological innovation (5th ed). Boston: McGraw-Hill.
- Selection of academic articles (listed in course manual)
- Lectures and lecture slides

## Strategy and Economics

<b>Vakcode</b>	E_EBE3_SEC ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. H.E.D. Houba
<b>Examinator</b>	dr. H.E.D. Houba
<b>Docent(en)</b>	dr. H.E.D. Houba
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Structural Policy

<b>Vakcode</b>	E_ME_SP ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. S. Hochguertel
<b>Examinator</b>	dr. S. Hochguertel
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

The objective of this course is to identify, justify, analyze and evaluate policy options to various current economic problems, including labor markets, social insurance, pensions, development, trade, environment and product market competition. Using problem sets and exercises, along with work on economic data will increase and deepen understanding and help broaching a large number of microeconomic policy fields.

Specific learning outcomes upon completion of this curricular item are:

- Ability to formulate the economic rationale for policy intervention in various current economic problems
- Ability to develop policy options from economic theories
- Ability to evaluate existing and potential policy options, both in theory and in practice
- Critical attitude to existing theoretical and empirical policy analysis of current economic problems
- Ability to apply tools of economic modeling
- Ability to interpret economic data

### Inhoud vak

Structural policy is on top of the agenda when it comes to keeping individual countries on the path to stability and growth. Microeconomic structural reforms (say, in labor and product markets, social security and welfare systems) are often seen as long-run policy measures

complementary to short-term macroeconomic stabilization policies.

This course discusses the role of economic policy in the context of both market failures and government objectives to adjust market outcomes. Each problem is analyzed along four different dimensions: (1) statement of the problem, (2) discussion of the rationale for government intervention, (3) policy options, and (4) evaluation of the economic outcomes of the policy in theory and practice. Current structural economic problems arising in the following fields are prime candidates to be discussed:

- Labor market: unemployment incidence, active labor market policy, taxes and labor supply
- Social insurance and social security: disability insurance, moral hazard, welfare payments, pensions (social security), adverse selection
- Environment: externalities, property rights, tragedy of the commons, taxation, climate policy
- Development and trade: analysis of living standards, provision of legal and political frameworks, trade protection, WTO
- Competition policy and regulation: imperfect competition, market power, cartels, price-discrimination, regulation and de-regulation

During the course both theoretical and empirical economic work is discussed.

#### **Onderwijsvorm**

Lectures, guest lectures and working groups

#### **Toetsvorm**

Grade is average of problem sets (2/5) and written examination (3/5), with written exam grade of at least 5.0.

#### **Literatuur**

Acemoglu, Daron, David Laibson and John A. List, 2016, Economics, Harlow, Essex, Pearson Education Ltd. ISBN 13: 978-1-292-07920-2, incl. access code MYECONLAB.

#### **Vereiste voorkennis**

Basic knowledge of math and statistics, as provided in the academic core of any academic program at VU University Amsterdam or equivalent.

#### **Aanbevolen voorkennis**

Foundations of Microeconomics

#### **Doelgroep**

Third-year bachelor students.

#### **Overige informatie**

last updated: 20160523

## Supply Chain Management in Emerging Economies

<b>Vakcode</b>	E_IBA2_SCMEE ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.

<b>Coördinator</b>	dr. E. Spiliotopoulou
<b>Examinator</b>	dr. E. Spiliotopoulou
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	200

### **Doel vak**

The forces of globalization have resulted in a significant part of the supply chain of almost every industry being located in emerging economies. Increasingly, these rapidly growing economies also form the end-markets of a lot of industrial and consumer products. Given the physical, social and cultural characteristics of the emerging economies, global companies face a complex set of new challenges when sourcing from, operating in or serving these markets. The objectives of this course are to provide students with an overall framework in managing global supply chains and developing strategies (Knowledge; Quantitative Skills), describe the context and developments in emerging economies (Broadening your Horizon) and showcase innovative approaches for success (Bridging Theory and Practice).

### **Inhoud vak**

The courses in this semester give emphasis on business international context and its implications in management practices. Period 5 specifically introduces you to the environment of emerging economies. This course focuses on the effective design and execution of global supply chains, with an emphasis on the opportunities and challenges that emerging economies present. More specifically, this course covers topics related to global supply chain strategies, global network optimization, outsourcing & sourcing strategies and contract design. The course furthermore tackles advanced supply chain concepts that are even more relevant in this context: supply chain coordination and incentive alignment, pricing and revenue management and sustainability. You are introduced to theoretical concepts with emphasis on key tradeoffs and phenomena, as well as best practice examples. We will pay particular attention to supply chain challenges and applications in emerging markets, including those related to humanitarian aid delivery. You are also exposed to models and problem-solving tools, applicable to the design and planning of supply chains in emerging economies. Upon completion, you should be able to look strategically at the full supply chain and successfully operate in an international context.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Written exam – Individual assessment  
(Interim) Assignment(s) – Group assessment  
Class participation – Individual assessment  
Mandatory attendance tutorials

### **Literatuur**

Selected chapters from the following books:

- Chopra, Sunil, and Peter Meindl. Supply chain management. Strategy, planning & operation. Gabler, 2007.
- Lee, Hau L., and Chung-Yee Lee. Building supply chain excellence in emerging economies. Vol. 98. Springer Science & Business Media, 2007.

Additional (required) materials will be announced via blackboard

### **Aanbevolen voorkennis**

- 1.1 Business Mathematics
- 1.4 Global Supply Chain Management
- 1.6 Business Processes

## **Sustainable Supply Chain Management**

<b>Vakcode</b>	E_IBA3_SSCM ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. ir. D.A.M. Inghels
<b>Examinator</b>	dr. ir. D.A.M. Inghels
<b>Docent(en)</b>	dr. ir. D.A.M. Inghels
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### **Doel vak**

After successfully completing the course Sustainable Supply Chain Management you are able to

#### Academic Skills:

- Analyze supply chain problems taking into account interests of different stakeholders (economic, ecological, societal and others) and evaluate (future) performance effects of supply chain policy options. This type of analysis will support sustainable decision-making.

#### Quantitative Skills:

- Quantify the economic, ecological and societal objectives for supply chain management cases by applying and master commonly used techniques to tackle real life sustainable supply chain management problems.

#### Knowledge:

- Understand the transition from a linear to a closed loop (circular) economy and its implications for Supply Chain Management

#### Bridging Theory and Practice:

- Use a sustainable supply chain analysis framework to assess contemporary topics in sustainable supply chain management and to analyze supply chain management cases.
- Formulate recommendations for improvement of supply chains from a sustainable perspective

### **Inhoud vak**

This course aims to introduce students in operationalizing sustainability in supply chains. We define sustainability as the combined economic, environmental, and social optimum of supply chain alternatives that take into account constraints, such as technological limits or legislation, also known as the triple bottom line (TBL) approach of People-Planet-Profit optimization. Life Cycle Assessment (LCA) is presented as a methodology to quantify the environmental impact of products and processes and Analytic Hierarchy Process (AHP) to quantify social impact. Multi Criteria Decision Analysis is introduced as a concept to operationalize the TBL approach for practical

sustainable supply chain problems. Next we discuss systems thinking using Systems Dynamics for understanding and evaluating the complex and interactive behaviour of systems, such as sustainable supply chains. Finally the sustainability evaluation of chains and the management of reverse supply chains will be addressed.

### Onderwijsvorm

Lectures and computer tutorials

### Toetsvorm

Written exam – Individual assessment  
(Interim) Assignment(s) – Group assessment

### Literatuur

Readings will be announced via Blackboard

### Aanbevolen voorkennis

It is recommended that students are familiar with key concepts and techniques from business or operations management and (business) mathematics.

## Talent en Talentontwikkeling

<b>Vakcode</b>	B_TALENT (900555)
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. D.L. Mann
<b>Examinator</b>	dr. D.L. Mann
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Doel vak

On the successful completion of this course, students will be able to:

1. Critically evaluate whether skilled athletes are 'born' or 'made' (i.e., evaluate the nature vs. nurture debate in the development of athletic skill);
2. Critically appraise current means of identifying talent and consider newer, more evidence-based methods;
3. Apply knowledge about the typical developmental pathways used to describe how talent develops;
4. Identify environmental factors associated with the development of athletic skill;
5. Evaluate the ethical considerations inherent in identifying talent from a young age;
6. Critically evaluate existing or new systems established by applied sporting organisations to identify and nurture talent.

### Inhoud vak

The ability to identify and develop talent in potentially skilled athletes is a central role for many coaches, scientists, and sporting administrators. National and professional sporting organisations invest substantial amounts of time and money in establishing systems designed to identify and nurture future talent, yet there is still considerable

doubt about how effective these systems may be. This course on Talent and Talent Development will assess what it takes to become a talented athlete, and will uncover what we know about the ideal conditions for developing athletic skill. The course will address the emerging body of research that seeks to evaluate existing talent identification systems and to develop newer, more evidence-based procedures for identifying and developing talent. Further, a number of applied case studies will be examined to discover how these issues have been addressed by professional sporting organisations.

### Onderwijsvorm

The course consists of 12 lectures (18 hours in total), in addition to the expectations of self-study (approximately 114 hours), an assignment (approximately 10 hours total) and a final exam (3 hour duration)

### Toetsvorm

The exam consists of multiple-choice and short-answer questions. The exam will be in English.

### Literatuur

Textbook: Baker J., Cobley S., Schorer, J. (2012) Talent identification and development in sport. International perspectives. Routledge: Abingdon, Oxon

## Tax and Organizations

<b>Vakcode</b>	E_EBE3_TO ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	mr. J. Gooijer
<b>Examinator</b>	mr. J. Gooijer
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### Doel vak

Studenten die voor dit vak zijn geslaagd:

- hebben kennis van en inzicht in de Nederlandse inkomstenbelasting, in het bijzonder ten aanzien van de onderdelen winst uit onderneming (box I, o.a. het fiscale ondernemingsbegrip, het fiscale winstbegrip met zijn onderverdeling in totaalwinst en jaarwinst, specifieke jaarwinstbepalingen, verliesverrekening en stakingswinst), de inbreng in de bv en het aanmerkelijk belang (box II) (Vakkennis);
- hebben kennis van en inzicht in de hoofdlijnen van de Nederlandse vennootschapsbelasting (belastingplicht, winstbegrip, kapitaalbegrip, deelnemingsvrijstelling en fiscale eenheid) (Vakkennis);
- hebben kennis van de hoofdlijnen van de omzetbelasting en de loonheffingen (loonbelasting en premies volksverzekeringen) en het formele belastingrecht (Vakkennis);
- kunnen in een casus fiscale problemen met betrekking tot de genoemde belastingen onderkennen, analyseren en oplossen (Link met de Praktijk);
- kunnen de rollen en verantwoordelijkheden van de verschillende 'stakeholders' bij de belastingheffing van ondernemingen benoemen ('tax policy', maatschappelijke verantwoordelijkheid en 'fair share',

horizontaal toezicht en 'Tax Control Framework' (Vakkennis; Academische vaardigheden).

### Inhoud vak

Het vak geeft studenten kennis van en inzicht in de Nederlandse belastingen waarmee een onderneming te maken heeft. Ingegaan wordt op de hoofdlijnen van Nederlandse inkomstenbelasting voor zover relevant voor de onderneming: het fiscale ondernemingsbegrip, het fiscale winstbegrip met zijn onderverdeling in totaalwinst en jaarwinst, specifieke jaarwinstbepalingen, verliesverrekening en stakingswinst, de inbreng in de bv en het aanmerkelijk belang. Ook de hoofdlijnen van de Nederlandse vennootschapsbelasting komen aan bod: de belastingplicht voor de vennootschapsbelasting, het winst- en kapitaalbegrip, de deelnemingsvrijstelling en de fiscale eenheid. Tevens komen aan de orde de hoofdlijnen van de omzetbelasting en de loonheffingen (loonbelasting en premies volksverzekeringen) en het formele belastingrecht. Aan de hand van cases zullen de hoofdlijnen van genoemde belastingen worden toegepast.

Omdat de verplichtingen die voortvloeien uit de genoemde belastingen niet alleen de onderneming zelf aangaan, komt tijdens het vak ook de relatie met andere 'stakeholders' aan bod (bijvoorbeeld de belastingdienst en de samenleving als geheel). Aandacht wordt besteed aan verticaal en horizontaal toezicht, het 'tax control framework', de maatschappelijke verantwoordelijkheid en de 'fair share'-gedachte.

### Onderwijsvorm

Hoorcolleges.  
Werkcolleges.  
Gastcolleges.

### Toetsvorm

Schriftelijk tentamen - individuele beoordeling.

### Literatuur

Stevens L.G.M., Elementair belastingrecht voor economen en bedrijfsjuristen (theorieboek), Deventer: Kluwer, laatste druk.  
Wetboek (pocket belastingwetten, laatste druk, van Kluwer, Vermande of SDU).  
Aanvullende (verplichte) literatuur wordt bekendgemaakt op Blackboard.

### Aanbevolen voorkennis

Accounting and IT Systems I.

## Technology and Innovation

<b>Vakcode</b>	E_BK3_TI (61312040)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. ir. J.J. Berends
<b>Examinator</b>	prof. dr. ir. J.J. Berends
<b>Docent(en)</b>	prof. dr. ir. J.J. Berends, ir. F. Deken
<b>Lesmethode(n)</b>	Hoorcollege, Responsiecollege
<b>Niveau</b>	300



## Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## The Developing Brain

<b>Vakcode</b>	AB_1059 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. M.C. van den Oever
<b>Examinator</b>	dr. M.C. van den Oever
<b>Docent(en)</b>	prof. dr. S. Spijker, dr. H.K.E. Vervaeke, dr. M.C. van den Oever
<b>Lesmethode(n)</b>	Practicum, Computerpracticum, Werkgroep, Hoorcollege
<b>Niveau</b>	300

### Doel vak

This course has the purpose to discuss the various stages of brain development that shape the life of individuals over time.

### Inhoud vak

The brain performs differently at various ages; the young brain being very plastic, whereas the aging brain is gradually losing its adaptive capacity. At the same time the growing brain can be affected by developmental diseases and is prone to specific environmental factors, whereas aging diseases easily disturb the adult brain.

In this course we will discuss pre- and postnatal brain development. We will focus both on early development in relation to diseases as autism and schizophrenia, as well as on puberty and adolescence, and issues related to this stage of development, such as the effects on the brain of early drug use (alcohol, nicotine) and sexual orientation and gender identity. In the aging brain, we will discuss healthy brain aging as well as specific diseases of aging, such as progeria and Alzheimer's, considering the factors that determine lifespan.

### Onderwijsvorm

Lectures (36 hours)

### Toetsvorm

Exam (multiple choice questions and open ended questions): 100%

### Literatuur

"Foundations Of Behavioral Neuroscience" by N.R. Carlson (Pearson Education (US)), 8th edition.

Literature on Blackboard.

### **Aanbevolen voorkennis**

The course 'Cognitive Neuroscience' of the minor 'Brain & Mind' or otherwise basic understanding of neuronal communication and neuro-anatomy.

### **Doelgroep**

Students of the minor Brain & Mind.

### **Overige informatie**

This minor course requires a minimum of 25 participants.

## Thesis IBA

<b>Vakcode</b>	E_IBA3_THESI ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	12.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. M.H.P. Kleijnen
<b>Examinator</b>	dr. M.H.P. Kleijnen
<b>Niveau</b>	300

### **Doel vak**

Course Objectives

Being the last of your core IBA courses, this course both builds on, and integrates previous courses. In this course you will individually design and perform a basic academic research and write your BSc Thesis under supervision.

Academic Skills:

- ability to examine and understand problems from different perspectives;
- ability to recognize fundamental structures and to leave out irrelevant information;
- ability to forward well-founded, substantiated points of view, both in spoken and written format;
- ability to apply acquired knowledge to other problems and in other contexts.

Research Skills:

- ability to critically reflect on (the quality of) academic research;
- ability to translate academic research into outcomes relevant to practice;
- ability to translate a practical problem into a sound academic research question;
- ability to complete a full research process with either quantitative or qualitative methods (or both).

Knowledge:

- have specialized, in-depth knowledge and insights within the discipline of your thesis topic;
- ability to connect theories, models, and concepts within that topic.

Broadening your horizon:

- awareness of ethics and academic integrity;
- Fluency in English, both in writing and speaking .

Self-awareness:

- Ability to take responsibility for our own actions;
- Ability to responsibility for his own learning;
- Ability to make well-founded decisions and can support those choices;
- Ability to reflect on your personal development.

### **Inhoud vak**

Content

Being the final course of your IBA degree programme this course builds on preceding courses and challenges you to both integrate and improve the business knowledge and research skills you have acquired so far. To that end you will individually perform an academic research project on a specific international business topic of your choice.

You will design and complete a research project from beginning to end.

This includes both theoretical and empirical work. Starting with the theoretical part, you will first define a relevant and academically sound research question and develop your theoretical argumentation. Next, you will develop a research design, including the operationalization of your constructs, the sample design as well as the sample collection method.

After collecting your data, you will select the appropriate method(s) to analyze your data and that will allow you to answer your research question. Your thesis ends with the write-up of the results, the interpretation of those results and a critical reflection both the academic and practical contributions as well as your research limitations.

Next to the writing of the thesis, you will finalize your thesis project by presenting your research in which you discuss both the methods and results of your research project.

### **Onderwijsvorm**

group and individual meetings

### **Toetsvorm**

Thesis - Individual assessment

### **Literatuur**

Academic articles relevant to the topic of your thesis.

### **Vereiste voorkennis**

Before the deadline for thesis registration (28 February or 8 October) at least 120 EC, including the courses:

- 2.4 Business Research Methods I - Quantitative
- 2.5 Business Research Methods II – Qualitative
- 2.6 Integrative Research Project.

### **Aanbevolen voorkennis**

All IBA courses year 1 and 2

Courses of your selected specialization in year 3

## **Toegepaste Inspanningsfysiologie**

<b>Vakcode</b>	B_TIF (900322)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. J.J. de Koning
<b>Examinator</b>	dr. J.J. de Koning
<b>Docent(en)</b>	dr. J.J. de Koning, dr. R.T. Jaspers, prof. dr. H.A.M. Daanen
<b>Lesmethode(n)</b>	Hoorcollege, Practicum
<b>Niveau</b>	300

### Doel vak

Het uitbreiden van inspanningsfysiologische kennis en het toepassen daarvan op vraagstukken binnen de sport en gezondheid.

### Inhoud vak

De verhoogde energiebehoefte van het musculaire systeem als gevolg van fysieke activiteit vraagt van verschillende fysiologische mechanismen een zodanige actie dat homeostase van het interne milieu behouden blijft.

Het cardiovasculaire en respiratoire systeem spelen hierin een cruciale rol. De mogelijkheid van deze systemen om in te spelen op de belasting bepaalt in hoge mate de inspanningstolerantie en/of gezondheid van het individu. Er zijn vele factoren die het functioneren van het cardiovasculaire en respiratoire systeem beïnvloeden. Te denken valt aan trainingstoestand, voeding, klimaat, hypo- en hyperbare omstandigheden en sportspecifieke omstandigheden. Daarnaast hebben chronische aandoeningen aan de verschillende systemen grote invloed op de inspanningstolerantie. Ten grondslag aan het functioneren van het musculaire-, cardiovasculaire- en respiratoire systeem liggen de moleculair biologische processen die aanmaak en afbraak van eiwitten reguleren. Inzicht in deze processen maakt duidelijk hoe training en adaptatie aan veranderende omstandigheden werkt. Om de skeletspieren en het cardio-respiratoire systeem goed te laten functioneren is naast training een gebalanceerde voeding noodzakelijk. Aangepaste voeding kan zelfs resultaten van training en herstel bevorderen. In deze cursus wordt aandacht besteed aan factoren die de inspanningstolerantie bepalen, de moleculair biologische processen die trainingseffecten reguleren en de rol van voeding in training en herstel. De aandacht zal liggen op hoe deze kennis toegepast kan worden binnen sport en gezondheid. De cursus bevat practica waarin de student vertrouwd wordt gemaakt met de interpretatie van integratieve cardio-pulmonaire inspanningstesten, de thermofysiologie en moleculaire technieken.

### Onderwijsvorm

De stof wordt aangeboden in de vorm van hoorcolleges in combinatie met practica. Totaal 168 uur, waarvan 42 uur hoorcollege, 12 uur practicum, 111 uur zelfstudie en 3 uur tentamen.

### Toetsvorm

tentamen

Schriftelijke tentamen met open vragen en meerkeuze vragen. De practica zijn verplicht.

## Literatuur

McArdle, Katch and Katch. Exercise Physiology: Nutrition, energy and human performance. Williams & Wilkins, ISBN 1-6083-1859-1, 7th or 8th edition, 2010/2014.

Molecular Exercise Physiology: an introduction. Edited by Henning Wakerhage. Routledge, 2014, ISBN 978-0-415-60788-9.

Burke & Deakin. Clinical Sports Nutrition. McGraw-Hill Education, ISBN 100070277206, 4th edition.

Materiaal aangeboden via Blackboard

## Vereiste voorkennis

- 900115: Inleiding inspanningsfysiologie (deze kennis wordt bekend verondersteld.)

- 900225: Training en prestatie (voorheen Trainingsfysiologie, code 900210 deze kennis wordt bekend verondersteld)

## Aanbevolen voorkennis

De student moet beschikken over basiskennis van de inspanningsfysiologie (energiesystemen, cardio-pulmonair systeem, training).

## Intekenprocedure

De indeling van werkgroepen/(computer)practica/tutorgroepen etc. vindt plaats via Blackboard.

## Transnational Law in Theory and Practice

<b>Vakcode</b>	R_TL-TP ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Rechtsgeleerdheid
<b>Coördinator</b>	C. Kaupa
<b>Examinator</b>	C. Kaupa
<b>Docent(en)</b>	prof. dr. W.G. Werner
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

## Doel vak

Learning objectives include: (1) practical insight into the working realities of transnational legal practice; (2) theoretical insight into the changing social and political frameworks that give context to transnational practices; and (3) a sense of how and why transnational law impacts the student in her or his everyday life. Students will develop an awareness and understanding of international law, European law, and cyberlaw, among others, focusing on the way these fields interrelate with respect to transnational legal relations.

The student will

be challenged to develop a critical, scientific perspective on the transnational legal environment. The student will be able to comprehend responsibility for the outcomes of transnational legal processes, and

will be able to appreciate the nature of legal argumentation in transnational contexts.

Students will be encouraged to participate in the course of the lectures, with the goal of developing the sort of critical and analytical skills conducive to the practice of transnational law, and to theorizing about transnational global developments. Likewise, students will be exposed to literature drawn from practice and academia, and encouraged to explore the distinct social, political and practical problems posed by transnational controversies. Students will be assigned papers and presentations as ways of enhancing their ability to craft and execute arguments in connection with the material of the course.

### **Inhoud vak**

Transnational Law in Theory and Practice will explore the practice of law in today's transnational legal environment. The course will offer an introductory look at a variety of issues and cases demonstrating transnational problems facing today's lawyers and lawmakers, and will look also at theoretical scholarship giving context to the increasing importance of transnational practice. Individuals, inter-governmental organizations, NGO's, corporations and firms are all increasingly involved with transnational law, in the fields of security, economic law, human rights law, internet law, even sports law, etc. This course will introduce the future lawyer to challenges that arise as a result in practice and theory.

Course content will include exploration of themes such as:

- International organizations & transnational law
- Transnational security regimes
- Transnational law in regional context
- Transnational law and cyberspace
- Transnational economic & corporate law
- Transnational law & legal ethics
- Transnational law & the world citizen

### **Toetsvorm**

Paper and presentation

### **Literatuur**

The literature is subject to change, but may be drawn from materials such as the following:

Cases:

Toonen v. Australia (UNHRC), Soering v. UK (ECtHR), The Kadi Case (CJEU), The Shrimp-Turtle Case (WTO); Filartiga & Kiobel (US federal courts), Al-M, 5 Nov 2003 (German Constitutional Court)

Treaties/Documents:

The Nuremburg constitutive documents; The UN Declaration on Human Rights; The UN Norms on the Responsibilities of Transnational Corporations; The Rome Statute

Scientific articles:

HW Arthurs, A Global code of Legal Ethics for the Transnational Legal Field, Legal Ethics, vol 2 (1999)  
U Beck, "Living in the World Risk Society", Economy & Society, vol 35 (2006)  
H Berman, "World law." Fordham Int'l Law Journal vol 18 (1994)

L Eslava, "Istanbul Vignettes: Observing the Everyday Operation of International Law." London Review of Int'l Law, vol 2 (2014)  
H Koh, "Why Transnational Law Matters." Penn St. Int'l Law Review, vol 24 (2005)  
R Michaels, "The True Lex Mercatoria: Law Beyond the State" Indiana Journal of Global Legal Studies vol 14 (2007)  
J Nye & R Keohane, "Transnational relations and world politics: An introduction", International Organization (1971)  
H Perritt, "Dispute Resolution in Cyberspace: Demand for New Forms of ADR", Ohio State Journal on Dispute Resolution, vol 15 (2000)  
J Ruggie, "Protect, Respect & Remedy: A Framework for Business and Human Rights", Report of the Special Representative of the UN Sec-Gen on the issue of human rights and transnational corporations and other business enterprises (2011)  
P Sands, Turtles and Torturers, N.Y.U. Journal of Int'l Law & Policy, vol 33 (2000-2001)

### **Doelgroep**

Apart from regular students, the course is also available for:  
Students from other universities/faculties  
Exchange students  
Contractor (students who pay for one course)

### **Overige informatie**

The following course objectives are only available in Dutch:

Eindtermen bachelor Rechtsgeleerdheid

De afgestudeerde bachelor beschikt over een fundamenteel academisch werk- en denkniveau;

- heeft kennis van en inzicht in de kernleerstukken van de hoofdonderdelen van het geldende recht (in het bijzonder het Nederlandse privaatrecht, staatsrecht, bestuursrecht, strafrecht en internationaal en Europees recht), alsmede de systematiek daarvan, met inbegrip van recente ontwikkelingen
- heeft kennis van en inzicht in het internationale en het Europese recht in hun verhouding tot het nationale recht
- heeft elementaire kennis van Engelse juridische terminologie
- beseft dat het recht zich ontwikkelt en manifesteert in een maatschappelijke context
- heeft kennis van de grondslagen van het (Nederlandse) recht, rechtshistorische en rechtsfilosofische aspecten en heeft besef van de eigen aard van de rechtsbeoefening

De afgestudeerde bachelor beschikt over de volgende (juridische) vaardigheden:

Analytische vaardigheden

- lezen, begrijpen en analyseren van juridische, rechtswetenschappelijke en rechtstheoretische teksten en betogen, waaronder jurisprudentie en wetgeving
- kritisch reflecteren op regelgeving, rechtspraak en literatuur, onder meer vanuit rechtshistorisch, rechtsvergelijkend en rechtsfilosofisch perspectief; is in staat om te reflecteren op de grenzen van het vakgebied
- reflecteren op de eigen maatschappelijke verantwoordelijkheid in de maatschappelijke context waarin het recht functioneert
- is in staat om juridische argumentatiestructuren te analyseren en op te zetten

#### Probleemoplossende vaardigheden

- selecteren van juridisch relevante feiten uit een feitencomplex
- selecteren van rechtsregels die bijdragen aan het oplossen van een juridische casus
- oplossen van juridische casus, waaronder begrepen hanteren van een systematische aanpak bij het toepassen van rechtsregels op concrete gevallen

#### Communicatieve vaardigheden

- een gefundeerde en beargumenteerde positie innemen in een maatschappelijk, juridisch debat

#### Informatievaardigheden

- op een efficiënte manier juridische bronnen raadplegen en informatie verzamelen uit juridische (digitale) bibliotheken en databestanden, en de waarde, relevantie en kwaliteit van de informatie beoordelen
- op efficiënte wijze relevante ontwikkelingen bijhouden en kennis actualiseren

## Transport and Network Economics

<b>Vakcode</b>	E_EBE3_TNE ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. M.G. Lijesen
<b>Examinator</b>	dr. M.G. Lijesen
<b>Docent(en)</b>	dr. V.A.C. van den Berg, dr. M.G. Lijesen
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

#### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Transport, Distribution and Logistics

<b>Vakcode</b>	E_BK3_TDL ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. A.J.H. Pels
<b>Examinator</b>	dr. A.J.H. Pels
<b>Docent(en)</b>	dr. A.J.H. Pels
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep



<b>Niveau</b>	300
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### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Tutor Program IBA

<b>Vakcode</b>	E_IBA1_TUTOR ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	0.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. M.H.P. Kleijnen
<b>Examinator</b>	drs. A.A. Montolalu
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep

### Doel vak

The tutor program strongly focusses on you as a university student and how to define that new role and reflect on that (Self-awareness). We discuss responsibilities that come with your new-found role and offer you insights in how you can reflect in your own study behaviour in such a way that you can maintain what is already successful and improve where needed (Knowledge).

Importantly, the tutor program also focusses on two important aspects of our learning culture: Self-discipline and Level. This program helps you in your transition from high school to university in finding a fitting strategy to study and manage to your planning effectively (Self-discipline) but also to challenge yourself and achieving the best possible results (Level).

Finally, while progressing through the year, a first step toward your future outlook is made, exploring your interests and options for the next years (Orientation).

### Inhoud vak

In this course you can expect guidance in defining your role as a university student through an informative lecture and a choice of two workshops to enhance your study skills. Insight in- and reflection on study behavior will take place in four meetings with your tutor. Individual meetings will be planned throughout the academic year. These tools will help you to find a fitting strategy to study which will result in achieving the best possible result.

### Onderwijsvorm

Individual meetings (period 1, 2, 4 and 5)  
Workshops

### Toetsvorm

Mandatory attendance of individual meetings (four in total)  
Mandatory attendance of two workshops.

Credits for this course are embedded in the course 1.6 Business Processes. The course credits for 1.6 Business Processes can only be obtained when all requirements for the tutor program are met.

### Literatuur

Relevant readings will be announced on blackboard.

### Intekenprocedure

For this course, a different registration procedure is applicable. In VUnet you must register for the course, but not for the study group and lecture. For the study group and lecture you will be registered by the department.

## Urban Economics

<b>Vakcode</b>	E_EBE3_UEC ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. P. Mulder
<b>Examinator</b>	dr. P. Mulder
<b>Docent(en)</b>	dr. P. Mulder, dr. H.R.A. Koster
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	300

### Overige informatie

This course will not be lectured anymore from 2016-2017. For students who have attended the course 2015-2016 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the front page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Urban Struggle

<b>Vakcode</b>	S_US ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Sociale Wetenschappen
<b>Coördinator</b>	dr. P.G.S.M. Smets
<b>Examinator</b>	dr. P.G.S.M. Smets
<b>Docent(en)</b>	dr. P.G.S.M. Smets, dr. F. Colombijn
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	300

**Doel vak**

Students can explain and understand processes of urban struggles concerning different types of inclusion and exclusion. Students obtain or improve their qualitative research skills in general. Students of the minor 'Frontiers of multicultural societies' apply insights obtained during the whole minor to a multicultural fieldwork setting, the cosmopolitan city of Amsterdam.

**Inhoud vak**

The majority of the world population lives in cities, which are characterized by a diversity of urban dwellers. Interaction between urbanites with different ethnic, religious, and social backgrounds, and lifestyles is expected to nourish the livability of cities. The social (ethnic, religious) diversity may also form a stimulus to economic development and enhance the economic status of the city dwellers. However, the potential benefit of social (ethnic, religious) diversity for the liveliness and livability of cities is often hampered by the growing gap between the better-off and poorer sections of society. This course will address the mechanisms of spatial, socio-cultural and socio-economic exclusion and inclusion that form the basis of such cleavages. The desirability of certain mechanisms of exclusion and inclusion will be questioned and attention will be paid to interventions by the state and private actors to counter specific types of exclusion or segregation. During this course, students will also be introduced to a number of classical texts in urban studies. Moreover, students will conduct fieldwork looking into contemporary urban struggles in a Dutch urban context.

**Onderwijsvorm**

Lectures and tutorial

**Toetsvorm**

Assignments (40%), oral presentation (10%) and jointly written final paper (50%).

**Literatuur**

Gary Bridge & Sophie Watson (eds.), The Blackwell city reader [second edition], Chichester etc: Wiley-Blackwell. ISBN 978-1-4051-8982-8.

**Aanbevolen voorkennis**

Basic knowledge in the social sciences is requested.

**Doelgroep**

Obligatory course for students in the minor Frontiers of Multicultural Societies; optional course for 2nd and 3rd year Bachelor's students and Exchange students.

**Overige informatie**

Basic knowledge in the social sciences is requested. The course can be taken as part of the minor Frontiers of multicultural societies, but also as an independent course.

**Werkcollege Accounting: Financial Accounting**

<b>Vakcode</b>	E_EBE3_WCAFA ()
<b>Periode</b>	Periode 3

<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. J.F. Veldman
<b>Examinator</b>	drs. J.F. Veldman
<b>Docent(en)</b>	drs. J.F. Veldman
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	300

#### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voorpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

### Werkcollege Accounting: Management Accounting

<b>Vakcode</b>	E_EBE3_WCAMA ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. B.J. Bruin
<b>Examinator</b>	dr. B.J. Bruin
<b>Docent(en)</b>	dr. B.J. Bruin
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	300

#### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voorpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

### Werkcollege Corporate Finance

<b>Vakcode</b>	E_EBE3_WCCF ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. A.C.F. Vorst
<b>Examinator</b>	prof. dr. A.C.F. Vorst

<b>Docent(en)</b>	drs. F.J. Eijpe
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	300

#### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voorpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

### Werkcollege Macro-economie

<b>Vakcode</b>	E_EBE3_WCMA ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	prof. dr. E.J. Bartelsman
<b>Examinator</b>	prof. dr. E.J. Bartelsman
<b>Docent(en)</b>	prof. dr. E.J. Bartelsman
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	300

#### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voorpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

### Werkcollege Marketing

<b>Vakcode</b>	E_EBE3_WCMKT ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	drs. E.F.J. Lancee
<b>Examinator</b>	drs. E.F.J. Lancee
<b>Docent(en)</b>	drs. E.F.J. Lancee
<b>Lesmethode(n)</b>	Werkcollege, Hoorcollege
<b>Niveau</b>	300

### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voorpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

## Werkcollege Micro-economie

<b>Vakcode</b>	E_EBE3_WCMI ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Economische Wet. en Bedrijfsk.
<b>Coördinator</b>	dr. H.G. Bloemen
<b>Examinator</b>	dr. H.G. Bloemen
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	300

### Overige informatie

Dit vak wordt vanaf 2016-2017 niet meer gegeven. Voor studenten die het vak in 2015-2016 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, geldt een overgangsregeling. Ga naar de voorpagina van deze studiegids voor een overzicht van de overgangsregelingen. Om het vak te kunnen behalen is intekenen op het vak en het tentamen via VUnet noodzakelijk. De vakbeschrijving (waaronder de literatuur) kun je vinden in de studiegids van afgelopen jaar.

## Wetenschapsfilosofie

<b>Vakcode</b>	W_BA_MWET ()
<b>Periode</b>	Periode 2+3
<b>Credits</b>	6.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. ir. G.J. de Ridder
<b>Examinator</b>	dr. ir. G.J. de Ridder
<b>Docent(en)</b>	dr. ir. G.J. de Ridder
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	300

### Doel vak

- Studenten verkrijgen kennis van en inzicht in diverse basisconcepten, problemen, en discussies uit de wetenschapsfilosofie.
- Studenten verwerven vaardigheden om de diverse standpunten in de besproken wetenschapsfilosofische debatten kritisch te evalueren.
- Studenten leren wetenschapsfilosofische aspecten van maatschappelijke discussies over wetenschap, wetenschapsbeleid en de rol van wetenschap in de maatschappij te herkennen en leren hun kennis van

wetenschapsfilosofie toe te passen op deze discussies teneinde beredeneerde standpunten in te kunnen nemen.

- Studenten ontwikkelen hun mondelinge en schriftelijke argumentatie- en uitdrukingsvaardigheden verder.

### **Inhoud vak**

In dit vak komen centrale thema's uit de wetenschapsfilosofie aan bod, zoals wat wetenschap onderscheidt van niet-wetenschap (het demarcatieprobleem), de aard van wetenschappelijke verklaringen, of wetenschappelijke theorieën ons kennis over de objectieve structuur van de wereld opleveren, de rol van waarden in wetenschap, de bredere verantwoordelijkheden van wetenschappers en de eventuele grenzen van wetenschap.

Deze thema's zullen behandeld worden aan de hand van klassieke en recente literatuur uit wetenschapsfilosofische boeken en tijdschriften. Behalve om het verkrijgen van basiskennis over de wetenschapsfilosofie, draait dit vak ook om het kritisch leren reflecteren op wetenschap en de rol van wetenschap in de maatschappij. Daarom zullen we in de colleges ook steeds zoeken naar concrete toepassingen van de behandelde stof in de actualiteit.

### **Onderwijsvorm**

Interactieve hoor- en werkcolleges.

### **Toetsvorm**

- Drie individuele thuisopdrachten naar aanleiding van de te bestuderen stof (50%)
  - Schriftelijk tentamen (50%)
- Voor beide onderdelen moet een voldoende (>5,5) worden behaald.

### **Literatuur**

De literatuur bestaat uit twee delen: (1) kernartikelen die de docent beschikbaar zal maken en (2) een achtergrondtekstboek naar keuze.

(1) De kernartikelen komen uit klassieke en recente wetenschapsfilosofische boeken en tijdschriften en zullen gaan over de bovengenoemde thema's.

(2) Eén van de volgende tekstboeken fungeert als achtergrondtekst. Lezing ervan is niet verplicht, maar wel sterk aanbevolen om een beter overzicht te krijgen over het totale gebied van de wetenschapsfilosofie.

- Lisa Bortolotti, *An Introduction to the Philosophy of Science* (Chichester: Polity, 2008) – een evenwichtige inleiding met aandacht voor de bredere maatschappelijke en morele aspecten van wetenschap;
- Peter Godfrey-Smith, *Theory and Reality: An Introduction to the Philosophy of Science* (Chicago: U of Chicago Press, 2003) – een grondige en goed leesbare inleiding met aandacht voor zowel de klassieke thema's als voor recente ontwikkelingen;
- Samir Okasha, *Philosophy of Science: A Very Short Introduction* (Oxford: Oxford UP, 2002) – een kort maar toch redelijk volledige overzicht van het veld;
- Alex Rosenberg, *Philosophy of Science: A Contemporary Introduction*, 2nd ed. (London: Routledge, 2005) – ook een grondige inleiding waarin alle klassieke thema's goed uiteengezet worden.

### **Vereiste voorkennis**

geen

**Doelgroep**

Studenten van de minor Filosofie; premasterstudenten