VU University Amsterdam - Fac. der Gedrags- en Bewegingswetensch. - B Psychology - 2017-2018

Programme overview 2017-2018 (pdf)

Tracks third year bachelor Psychology 2017-2018

View the student guide (for first-year students) for important information about the programme.

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First year bachelor psychology

The first bachelor year provides a general overview and consist of mandatory courses (60 ECTS in total).

Courses:

Name	Period	Credits	Code
Biological and Cognitive Psychology	Period 2+3	9.0	P_BBIOCOG
Developmental Psychology and Psychopathology	Period 5+6	9.0	P_BOWPPSY
E-testing and Big Data	Period 3	3.0	P_BETBDAT
Introduction to Psychology	Period 1	6.0	P_BINLPSY
Language Test	Period 1	0.0	P_TAALTOETS
Measurement Theory and Assessment 1	Period 4	6.0	P_BMETDIA_1
Participation as Research Subject	Ac. Year (September)	0.0	P_PROEFPER
Personality Theory and Personality Assessment	Period 5	6.0	P_BPEROND
Psychological Interview Skills 1: Basic skills	Period 6	3.0	P_BPSG1BA
Research Methods 1	Period 1	6.0	P_BMETHOD_1
Social Psychology	Period 4	6.0	P_BSOCPSY
Statistics 1	Period 2	6.0	P_BSTATIS_1

Second year bachelor psychology

The second bachelor year broadens and deepens your knowledge. The programme consist of eight obligatory courses and in addition, you choose one elective course in the second semester. At the end of the second year you choose which minor programme and track you will follow in the third year.

Programme components:

- Second year bachelor psychology mandatory courses
- Bachelor Psychologie, jaar 2, preminor

Second year bachelor psychology mandatory courses

Below the mandatory courses in the second bachelor year.

Courses:

Name	Period	Credits	Code
Genetic and Environmental Interaction	Period 4	6.0	P_BSAGEOM

Measurement theory and assessment II	Period 2	6.0	P_BMETDIA_2
Neuropsychology	Period 1	6.0	P_BNEUROP
Philosophy and Psychology	Period 1	6.0	P_BFILPSY
Psychological Interview Skills 2: Professional skills	Period 3	3.0	P_BPSG2PV
Research Methods 2	Period 5+6	6.0	P_BMETHOD_2
Statistics 2	Period 4	6.0	P_BSTATIS_2
Work and Organizational Psychology	Period 2+3	9.0	P_BARORPS

Bachelor Psychologie, jaar 2, preminor

In the second year you choose one of three electives (preminor). Each elective consists of 12 ECTS.

Courses:

Name	Period	Credits	Code
Behaviour: Learning and Addiction	Period 5+6	12.0	P_BBLA
Emotie, Cognitie en Gedrag, PM	Period 5+6	12.0	P_BEMCOGG
Preminor Leadership and Cooperation	Period 5+6	12.0	P_BLECO

Third year bachelor psychology

Het derde bachelorjaar betreft de profileringsfase. Je kiest in principe voor één van de drie leerlijnen, en volgt daaruit de minor in het eerste semester.
In het tweede semester maak je een keuze uit de geboden vakken in de leerlijn, en sluit je je opleiding af met je bachelor these.
Je mag echter ook variëren, dus na je minor in een andere leerlijn verder gaan. Let bij je keuzes wel op eventuele toelatingseisen voor de master opleiding.

Programme components:

- B3 Leerlijn Genen, hersenen en gedrag
- B3 Klinische Leerlijn
- B3 LL Sociale en Organisatiepsychologie

B3 Leerlijn Genen, hersenen en gedrag

The Genes, Brain, and Behaviour track provides students with comprehensive knowledge about how our genes and our brain affect our cognitive processes, health and behaviour. Students will learn to read and value literature on cognitive processes, neuroscience, and the genetics of disease and behaviour. They will also learn to set up and perform psychophysiological and neurocognitive experiments and analyse large genetic datasets. Students will conduct their own research project

and will present their findings in a research paper. After graduation a student will be an analyst and junior researcher in the area of genes, brain and behaviour.
The minor within the Genes, Brain, and Behaviour track is particularly relevant for students who want to continue in academic science or work in a job where research skills are needed. Students may continue with a Research Master followed by a PhD trajectory to become academic researchers, or may work at research institutes such as TNO or RIVM. Alternatively, students may start a career in related industry, such as a pharmaceutical company. The presence of exchange students in the courses allows students to experience working within an international setting and prepares for a career without borders.

Programme components:

- LL Genen, hersenen en gedrag, verplicht
- LL Genen, hersenen en gedrag, keuze
- Minor Genes, brain and behavior

LL Genen, hersenen en gedrag, verplicht

Courses:

Name	Period	Credits	Code
B-thesis Genes, Brain and Behaviour	Period 5+6	12.0	P_BTHESEGHG
Methodology 3 and start B-thesis		6.0	P_BM3BTH
Methodology 3: Genes, Brain and Behaviour	Period 4	6.0	P_BMET3GHG

LL Genen, hersenen en gedrag, keuze

Zowel in periode 4 als in periode 5 kiest de student 1 van beide vakken

Courses:

Name	Period	Credits	Code
Cognition and Emotion	Period 5	6.0	P_BCOGNEM
Molecular Genetics	Period 5	6.0	P_BMOLGEN
Sensation and Perception	Period 4	6.0	P_BSENPER
Stress and Health	Period 4	6.0	P_BSTRHEA

Minor Genes, brain and behavior

De minor bestaat uit twee vaardigheidsvakken en twee inhoudsvakken, verzorgd door de afdelingen Biologische en Cognitieve Psychologie.
De vaardigheidsvakken zijn gericht op specifieke vaardigheden vereist voor het doen van onderzoek op het gebied van genen, hersenen en gedrag.

De inhoudsvakken zijn een op cognitie en hersenen gericht vak en een op

gedragsgenetica gericht vak. Beide vakken hebben ook een vaardigheidscomponent.
In het laatste vak binnen de minor komen vaardigheden en kennis aan bod voor het doen van toegepast psychofysiologisch en cognitief onderzoek.

Heb je vragen over de minor? Stuur een e-mail naar studiekeuze.fgb@vu.nl

Courses:

Name	Period	Credits	Code
Analyses Toolbox	Period 1	6.0	P_BANATB
Behaviour Genetics	Period 2	6.0	P_BBEHGEN
Cognitive Neuroscience	Period 1	6.0	P_BCOGNEUS
Psychophysiological and Cogn. Appl.	Period 3	6.0	P_BPCAPP
Research toolbox	Period 2	6.0	P_BRESTBX

B3 Klinische Leerlijn

Programme components:

- Klinische Leerlijn, verplichte vakken
- Klinische Leerlijn, keuzevakken
- Minor Klinische Leerijn

Klinische Leerlijn, verplichte vakken

Courses:

Name	Period	Credits	Code
B-these Klinische Leerlijn	Period 5+6	12.0	P_BTHESEKLI
Statistics 3, Clinical Track	Period 4	6.0	P_BSTAT3KL

Klinische Leerlijn, keuzevakken

Courses:

Name	Period	Credits	Code
Anxiety and Depression by Children and Adolescents	Period 4	6.0	P_BANDEKA
Developmental disorders in Children and Adolescents	Period 5	6.0	P_BONWKA
Low intensity treatments for common mental health problems	Period 4	6.0	P_BKPSIN
Neuropsychology of Ageing	Period 5	6.0	P_BNPSOUD

Paediatric Neuropsychology	Period 4	6.0	P_BPEDNEU
Psychological Interventions in complex problems	Period 5	6.0	P_BPSINCP

Minor Klinische Leerijn

In de minor Klinische Leerlijn krijg je vakken aangeboden vanuit een klinisch, neuropsychologisch en ontwikkelingsperspectief. Aan het eind van de minor kun je uitleggen hoe psychologisch (dis)functioneren van een persoon verklaard wordt vanuit deze drie perspectieven en ga je met de kennis en bijbehorende vaardigheden aan de slag tijdens praktische oefeningen in de werkgroepen.

De minor Klinische leerlijn bestaat uit vijf vakken, met een totaal van 30 EC (6 EC per vak). Studenten die deze minor kiezen volgen allen de vier vakken Klinische Lessen, Klinisch werkveld en interventiemethoden, Klinische Gespreksvoering en Psychofarmacologie.
Daarnaast kiezen ze in periode 1 één van de drie varianten van het vak Diagnostiek voor de Klinische Praktijk: te weten Kinderen en Adolescenten, Klinische neuropsychologie of Klinische psychologie. De verschillende varianten zijn verplicht voor de masters die aansluiten op deze varianten, de master Klinische ontwikkelings-, Klinische neuro- en Klinische psychologie.

Tevens sluiten de varianten aan op de keuzevakken die vanuit deze drie verschillende richtingen worden aangeboden in periode 5 en 6. Zo sluit de variant Klinische psychologie van het Diagnostiekvak het beste aan bij de vakken Kortdurende Psychologische Interventies en Psychologische Interventies bij Complexe Problemen en past de variant Klinische Neuropsychologie het beste bij de vakken Neuropsychologie van de veroudering en Pediatrische Neuropsychologie.

Studenten mogen van deze koppeling van keuzevakken afwijken.

Heb je vragen over de minor? Stuur een e-mail naar studiekeuze.fgb@vu.nl

Courses:

Name	Period	Credits	Code
Clinical assessment: Children and Adolescents	Period 1	6.0	P_BDKPKO
Clinical assessment: Clinical Neuropsychology	Period 1	6.0	P_BDKPKN
Clinical assessment: Clinical Psychology	Period 1	6.0	P_BDKPKL
Clinical Field and Intervention Methods	Period 2	6.0	P_BKLWINT
Clinical Interviewing	Period 2	6.0	P_BKLGSV
Clinical Lessons	Period 1	6.0	P_BKLINLES
Psychopharmacology	Period 3	6.0	P_BPSYFAR

B3 LL Sociale en Organisatiepsychologie

Programme components:

- Minor Sociale en Organisatiepsychologie
- LL Sociale en Organisatiepsychologie, verplichte vakken
- LL Sociale en Organisatiepsychologie, keuzevakken

Minor Sociale en Organisatiepsychologie

Courses:

Name	Period	Credits	Code
Evolutionary Psychology	Period 1	6.0	P_BEVOLPS
Group Dynamics	Period 3	6.0	P_BGRDYNA
Human Resource Management	Period 2	6.0	P_BHRMANA
M&D3: Individual and Organizational Diagnosis	Period 1, Period 5	6.0	P_BMD3IOD
S&O Professional Skills	Period 2	6.0	P_BSOPSK

LL Sociale en Organisatiepsychologie, verplichte vakken

Courses:

Name	Period	Credits	Code
B-thesis Social and Organizational Psychology	Period 5+6	12.0	P_BTHESESOP
Statistics 3, Social and Organizational psychology track.	Period 4	6.0	P_BSTAT3SOP

LL Sociale en Organisatiepsychologie, keuzevakken

Courses:

Name	Period	Credits	Code
Cooperation and Competition	Period 5	6.0	P_BCOCOM
Emotion and Social Cognition	Period 4	6.0	P_BEMSCOG
Human Resource Development	Period 5	6.0	P_BHRDEVE
Management and Organisation	Period 4	6.0	P_BMANORG

Honours programme Educational Sciences & Psychology

Het Honours Programma is een programma van 30 EC dat je naast je bacheloropleiding volgt, in je tweede en derde studiejaar. Je haalt in drie jaar dus 210 studiepunten. Als je het programma met goed gevolg hebt afgelegd, krijg je een speciale bul.
Het programma bestaat uit een faculteitsoverstijgend (12 of 18 ec) en een facultair (12 of 18 ec) programma.

Programme components:

- Interdepartmental Honours Courses
- Bachelor psychology honours programme optional

Interdepartmental Honours Courses

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 have to choose at least 12 credits of Interdepartmental honours courses from the overview of interdepartmental honours courses, as well as an application form, at: http://www.vu.nl/honourscourses.

Bachelor psychology honours programme optional

Kies uit onderstaande lijst facultaire vakken er 2 (12 EC) of 3 (18 EC). Een gekozen vak mag niet al deel uitmaken van het reguliere door jou gekozen curriculum.

Courses:

Name	Period	Credits	Code
Cognition and Emotion (HP)	Period 5	6.0	P_HCOGNEM
Cognitive Neuroscience (Honours Programme)	Period 1	6.0	P_HCOGNNN
Cooperation and Competition (HP)	Period 5	6.0	P_HCOCOM
Education and the good life (HP)	Period 1	6.0	P_HEDGL
Emotion and Social Cognition (HP)	Period 4	6.0	P_HEMSCOG
Evolutionary Psychology (Honours Programme)	Period 1	6.0	P_HEVOLPS
Group Dynamics (Honours Programme)	Period 3	6.0	P_HGRPDYN
Human Resource Development (Hounours Programme)	Period 5	6.0	P_HHRDEVE

Management and Organisation (Honours Programme)	Period 4	6.0	P_HMANORG
Mind Brain and Education (Honours Programme)	Period 2	6.0	P_HMBEDUC
Molecular Genetics (HP)	Period 5	6.0	P_HMOLGEN
Research toolbox (Honours Programme)	Period 2	6.0	P_HRESTBX
Sensation and Perception (Honours Programme)	Period 4	6.0	P_HSENPER
Stress and Health (Honours Programme)	Period 4	6.0	P_HSTRHEA

Overige informatie

Programme components:

- Universiteitsminoren
- Bachelor Psychologie, Overgangsregelingen voor curriculumwijzigingen
- Bachelor psychologie, jaar 3, Minoren Pedagogische wetenschappen
- Basisaantekening Psychodiagnostiek

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.

Programme components:

- Minor Brain and Mind
- Sustainability: Global Challenges, Interdisciplinary Solutions
- Minor Sport, Movement and Health
- Minor Business Administration
- Minor Global Food Security
- Minor Managing Digital Innovation
- Minor Economics
- Minor Islam
- Minor Digital Humanities and Social Analytics
- Minor in English
- Minor Gender and Diversity
- Minor History
- Minor Literature

- Minor Migration Studies
- Minor Psychology and the Brain
- Minor Law and Global Society
- Minor Technology, Law and Ethics
- Minor Development and Global Challenges
- Minor Political Science
- Minor Philosophy

Minor Brain and Mind

Courses:

Name	Period	Credits	Code
Brain in Trouble	Period 2	6.0	AB_1038
Cognitive Neuroscience	Period 1	6.0	AB_1056
Mind and Machine	Period 3	6.0	AB_1060
Nature versus Nurture	Period 1	6.0	AB_1057
The Developing Brain	Period 2	6.0	AB_1059

Sustainability: Global Challenges, Interdisciplinary Solutions

Courses:

Name	Period	Credits	Code
Designing Solutions for Global Sustainability	Period 3	6.0	AB_1231
Governance of Global Sustainability	Period 1	6.0	AB_1229
Grand Challenges for Sustainability	Period 1	6.0	E_IBA3_GCS
Sustainability and Environmental Change	Period 2	6.0	AB_1230
Sustainable Supply Chain Management	Period 2	6.0	E_IBA3_SSCM

Minor Sport, Movement and Health

Courses:

Name	Period	Credits	Code
Applied Exercise Physiology	Period 2	6.0	B_TIF
Introduction to Exercise Physiology	Period 1	6.0	B_IF
Neuropsychology and Rehabilitation Psychology	Period 3	6.0	B_NEURREVPSY

Rehabilitation	Period 1	6.0	B_REVAL
Sensorimotor Coordination	Period 2	6.0	B_SENSOCOR
Sport Psychology	Period 1	6.0	B_SPORTPSY
Talent and Talent Identification	Period 3	6.0	B_TALIDENT

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.

Courses:

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

Minor Global Food Security

Global food security is at the core of many of today's societal problems, varying from undernourished children to obese adults and elderly; climate change presents a challenge for future food production; novel technologies raise ethical questions with respect to animal welfare, preservation of biodiversity, and protection of national policy autonomy. These and many other societal issues are part of the content of this course. These insights will be useful to a variety of academic and societal fields, and may help you to choose your master's programme.

This minor takes real world problems as a starting point. Examples, assignments and (guest)lectures will be based on the variety of actual challenges related to food security. Throughout the minor, culminating in an advisory report in the last course, you will conduct an assignment for a real organization active in the field of food security; e.g. the Ministry of Economic Affairs; Oxfam Novib; FrieslandCampina.

Jobs are increasingly about combinations of insights and skills rather than specialized knowledge only. In this minor you will acquire skills and insights from different scientific backgrounds to be able to conduct interdisciplinary research. The fact that this minor is offered by the Amsterdam Centre for World Food Studies, an institute that brings together researchers from different faculties of the VU to conduct inter- and transdisciplinary research on food security, guarantees the richness of skills and methods taught.

Courses:

Name	Period	Credits	Code
Agriculture for Food and Nutrition Security	Period 1	6.0	E_MG_AFNS
Applications in Food and Nutrition Security Analysis	Period 3	6.0	E_MG_AFNSA
Challenges of Food and Nutrition Security	Period 1	6.0	E_MG_CFNS
Economics and Politics for Food and Nutrition Security	Period 2	6.0	E_MG_EPFNS
Food and Quality of Life	Period 2	6.0	E_MG_FQL

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.

Courses:

Name	Period	Credits	Code
Business Intelligence and Analytics	Period 2	6.0	E_MM_BIA
Ethics of Algorithms	Period 3	6.0	E_MM_ETHA
Introduction to Digital Innovation	Period 1	6.0	E_MM_IDI
New Ways of Working	Period 2	6.0	E_MM_NWW
Strategic Management of Technology and Innovation	Period 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.

Courses:

Name	Period	Credits	Code

Applications in Economic Policy: Policy Analysis, Formulation and Evaluation	Period 3	6.0	E_ME_AEP
Business Cycles and Stabilization Policy	Period 2	6.0	E_ME_BCSP
Development of Macroeconomic Thought	Period 1	6.0	E_ME_DMT
Foundations of Microeconomics	Period 1	6.0	E_ME_FM
Structural Policy	Period 2	6.0	E_ME_SP

Minor Islam

Courses:

Name	Period	Credits	Code
Hadith Studies	Period 2	6.0	G_HADITHW
Introduction to Qu'ran and Sunna	Period 1	6.0	G_INLKOSO
Islam and European Culture	Period 1	6.0	G_ISLEURCUL
Islamic Ethics	Period 3	6.0	G_ISLAMET
Islamic Theology/Kalam	Period 2	6.0	G_ISLMTHKAL

Minor Digital Humanities and Social Analytics

Courses:

Name	Period	Credits	Code
Digital Humanities and Social Analytics in Practice	Period 3	6.0	L_AABAALG048
Digitization: from Life to Data (UvA)	Period 1	6.0	L_AABAUVA008
Introduction to Information and the Digital (UvA)	Period 1	6.0	L_AABAUVA001
Programming for Humanities and Social Sciences	Period 2	6.0	L_AABAALG069
Text Mining for Digital Humanities	Period 2	6.0	L_PABAALG004
Visualizing Humanities and Social Analytics	Period 2	6.0	L_AABAALG066

Minor in English

Courses:

Name	Period	Credits	Code
Global English	Period 1	6.0	L_ETBAETK209
Minor English: English in my own Discipline	Period 3	6.0	L_ETBAALG008
Minor English: Grammar and Writing 1	Period 1	6.0	L_ETBAALG007
Minor English: Pronunciation and Presentation	Period 2	6.0	L_EABAALG006
Minor English: Writing 2	Period 2	6.0	L_ETBAALG005

Minor Gender and Diversity

In this multidisciplinary minor you will learn how to critically perceive contemporary discussions in science and society from the perspective of gender and diversity. You will gain knowledge of the relevant theories on gender, race, ethnicity and sexual orientation in the disciplinary fields of history, philosophy, literature, medicine, sociology and anthropology, and theology. You develop a diverse perspective in discussions with students from other disciplines in the classroom. In assignments you apply the knowledge achieved to your own disciplinary field.

Choose 2 out of 3 courses in period 2: American Film; From Cell to Society; Identity, Diversity and Inclusion

Courses:

Name	Period	Credits	Code
American Film: Cinematic Representations of the "Other"	Period 2	6.0	L_ELBAELK208
Critical Perspectives on Science	Period 1+2+3	6.0	W_CPOS
From Cell to Society	Period 2	6.0	W_FCTS
Identity, Diversity and Inclusion	Period 2	6.0	S_IDI
Religions and Gender	Period 3	6.0	G_RELGEN
The Personal is Political: Biography, Gender and Diversity	Period 1	6.0	L_AABAALG068

Minor History

Courses:

Name	Period	Credits	Code
Decolonizing Europe	Period 2	6.0	L_GCBAALG008

Democracy: A History	Period 2	6.0	L_GABAGES212
General History	Period 1	6.0	L_GABAALG013
Imagining the Dutch:themes Dutch History	Period 1+2	6.0	L_GCBAALG003
Research Tutorial	Period 3	6.0	L_GABAALG014

Minor Literature

Courses:

Name	Period	Credits	Code
Creative Writing	Period 2	6.0	L_NNBAALG001
Masterpieces from World Literature	Period 1+2	12.0	L_AABAALG020
The Book: Print vs Online	Period 1	6.0	L_AABAALG067
Writer at Work	Period 2	6.0	L_NNBAALG002

Minor Migration Studies

Courses:

Name	Period	Credits	Code
Human Rights and Citizenship	Period 2	6.0	R_HumRC
Human Rights and the Border	Period 1	6.0	R_HumRB
Introduction Migration Studies	Period 1	6.0	L_GABAALG011
Migration, Ethnicity and the Economy	Period 1	6.0	L_GWBAALG002
Nation and Migration	Period 2	6.0	S_NM
Research Paper Migration Studies	Period 3	6.0	L_GWBAALG003

Minor Psychology and the Brain

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.

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

Courses:

Name	Period	Credits	Code
Behaviour Genetics	Period 2	6.0	P_BBEHGEN
Biological Psychology (UM)	Period 2	6.0	P_UBIOPSY
Cognitive Neuroscience	Period 1	6.0	P_BCOGNEUS
Introduction Psychology (UM)	Period 1	6.0	P_UINLPSY
Psychophysiological and Cogn. Appl.	Period 3	6.0	P_BPCAPP

Minor Law and Global Society

Globalisation impacts the way we live. We meet different people, learn about diverse cultures, and internet facilitates world-wide communication and information exchange. Law traditionally focuses on nation states, but topics like migration, internet, climate, and terrorism do not stop at the border. Quite the contrary. The objective of this minor is to become aware of the fact that many societal issues ask for a transboundary approach to law.

The minor explores the role of law in defining and resolving social issues concerning the globalisation of societies. Central topics are migration (transnational movement), internet (transnational communications) and climate change (transnational action).
This minor offers students insight in questions, such as:
• Why transnational issues are not suited for unilateral, national actions;
• What states can do within international law (such as European Union

law);
• The ways in which states are currently responding to these issues;
• The criticism of the current actions and regulations;
• Future perspectives.
After completing this minor, the student has knowledge of the core of the legislation concerning the three topics, has gained insight in the most important critique and analysis of this legislation (from a legal, policy-orientated, sociological, anthropological and/or philosophical perspective), and is capable of critically judging proposed changes. For each of the topics the student knows which actors play a role in making rules and policy, how states work together (or not), the consequences of this (lack of) cooperation and the future perspective for transnational regulations in migrations, climate change and internet. Knowledge of these 'case studies' and the theory involved also enables student to independently reflect on other areas of transnational problems, such as security.

Courses:

Name	Period	Credits	Code
Climate Change Law	Period 2	6.0	R_TL-TP
Current Issues in Migration Law	Period 3	3.0	R_HumRCI
Current Issues in Transnational Law	Period 3	3.0	R_CIsTrL
Human Rights and Citizenship	Period 2	6.0	R_HumRC
Human Rights and the Border	Period 1	6.0	R_HumRB
Internet Governance	Period 1	6.0	R_InternGov

Minor Technology, Law and Ethics

Courses:

Name	Period	Credits	Code
Data Analytics and Privacy	Period 2	6.0	R_DAP
Governance and Regulation of Emerging Technologies	Period 1	6.0	R_GRET
Law and Ethics of Reproductive Technologies	Period 3	6.0	R_LERT
Philosophy and Neuroethics	Period 2	6.0	W_BA_PNEU
Robot Law and Artificial Intelligence	Period 1	6.0	R_RLAI

Minor Development and Global Challenges

Courses:

Name	Period	Credits	Code
Development and Globalization	Period 1	6.0	S_DG
Environment and Development	Period 1	6.0	S_ED
Global Political Economy	Period 2	6.0	S_GPE
Identity, Diversity and Inclusion	Period 2	6.0	S_IDI
Minor's Tutorial in Development and Global Challenges	Period 1+2+3	0.0	S_MWDCG
Urban Studies	Period 1+2+3	6.0	S_UBS

Minor Political Science

Courses:

Name	Period	Credits	Code
Comparative Political Research	Period 1	6.0	S_CPR
EU Governance in an International Context	Period 2	6.0	S_EUGIC
Global Political Economy	Period 2	6.0	S_GPE
Research Project Political Science	Period 2+3	6.0	S_RPPS
State, Power and Conflict	Period 1	6.0	S_SPC

Minor Philosophy

Courses:

Name	Period	Credits	Code
Big Names in Philosophy I	Period 1	6.0	W_BA_KOPI
Big Names in Philosophy II	Period 2+3	6.0	W_BA_KOPII
Ethics I	Period 2	6.0	W_BA_ETH1
Philosophy of Mind II	Period 2	6.0	W_BA_PHMII
Philosophy of Science Minor	Period 1	6.0	W_BA_MWET

Bachelor Psychologie, Overgangsregelingen voor curriculumwijzigingen

Mocht je in je studie vertraging oplopen, dan maak je in principe het programma af waaraan je begonnen bent. Mocht een vak niet meer gegeven worden, dan geldt een overgangsregel. Pas als je niet meer in de gelegenheid bent de overgangsregel te volgen, wordt je oorspronkelijke programma aangepast (na toestemming van de examencommissie). Neem in dat geval contact op met een van de

studieadviseurs van de faculteit FGB, Marieke Schilder of Annemiek van Os, zodat een aangepast programma aan de examencommissie kan worden voorgelegd.

In het algemeen geldt dat:
• Voor vakken die vanaf studiejaar 2016-17 niet meer zijn opgenomen in opleiding, studenten in 2016-17 nog twee maal de gelegenheid krijgen het vak alsnog af te ronden.
• Voor vakken die eens in de twee jaar worden gedoceerd en in studiejaar 2016-17 niet worden gedoceerd, studenten in 2016-17 nog één maal de gelegenheid krijgen het vak alsnog af te ronden.
* Als voor een vak zgn. veegtentamens worden georganiseerd, worden studenten daarvoor ingetekend door de administratie. Studenten mogen alleen deelnemen aan het tweede veegtentamen, als ze ook aan de eerste kans hebben deelgenomen.

De specifieke overgangsregeling per vak staat in de studiegids uitgewerkt.

Courses:

Name	Period	Credits	Code
e-Testing		3.0	P_BETSTNG

Bachelor psychologie, jaar 3, Minoren Pedagogische wetenschappen

In plaats van verdiepende minor uit de Bacheloropleiding Psychologie kun je ook een verdiepende minor binnen de Bacheloropleiding Pedagogische wetenschappen volgen of een verbredende minor bij een andere faculteit van de VU.

Onderstaand de verdiepende minoren binnen de Bacheloropleiding Pedagogische wetenschappen.

Programme components:

- Minor Orthopedagogen in de Klinische Praktijk
- Orthopedagogen en passend onderwijs
- Minor Pedagogen en goed onderwijs
- Minor Family, Law and Forensic Behavioural Sciences

Minor Orthopedagogen in de Klinische Praktijk

Orthopedagogen leveren een belangrijke bijdrage aan de ontwikkeling, realisatie en evaluatie van de klinische praktijk. Zij werken daarbij vooral klinisch in die zin dat zij vooral gericht zijn op de problemen en behoeften van individuele client(systemen). Dat vraagt een voortdurend switchen van:
• algemeen methodisch naar klinisch specifiek (hoe is dat voor dit cliëntsysteem) en omgekeerd
• van evidence based naar practice based en omgekeerd
• van abstract naar concreet en omgekeerd.

In deze minor verdiepen de studenten zich in kennis en inzichten die orthopedagogen in de klinische praktijk nodig hebben en leren zij om de kennis en inzichten te gebruiken in het vormen van kritisch-normatieve

oordelen over de orthopedagogische hulpverlening in het bijzonder over doelen, methoden, inhouden en vooronderstellingen. Met hun inzichten en analytische vaardigheden zijn zij in staat om een bijdrage te leveren aan (debatten over) de vormgeving van de hulpverlening.

De minor kan gebruikt als individuele profilerings- en keuzeruimte en biedt de mogelijkheid om eigen ambities en kwaliteiten in het kader van je verdere loopbaan en ontwikkeling nader te exploreren. Tegelijkertijd kan de student met het volgen van deze minor voldoen aan registratie-eisen van de NVO (10 ec diagnostiek , 12 ec interventie en 2 ec werkveldkennis)

Deze minor staat open voor studenten Psychologie, Pedagogische wetenschappen en Criminologie.

Heb je vragen over de minor? Stuur een email naar studiekeuze.fgb@vu.nl

Courses:

Name	Period	Credits	Code
Clinical assessment: Children and Adolescents	Period 1	6.0	P_BDKPKO
Development and Psychopathology	Period 1	6.0	P_BONTPSP
Jeugdhulp en gehandicaptenzorg	Period 2+3	6.0	P_BJEGEZ
Kinderen en nieuwe media	Period 2	6.0	P_BKNWMED
Risk Assessment	Period 2	6.0	P_BRISICO

Orthopedagogen en passend onderwijs

De Wet op het passend onderwijs stelt dat zoveel mogelijk leerlingen met een beperking niet meer naar speciaal onderwijs gaan, maar meedraaien binnen het reguliere onderwijs. Scholen moeten zorgen voor onderwijs dat past bij de onderwijsbehoefte van de leerling. Het uitgangspunt is voor elk kind een passende plek, om zodoende het beste uit het kind te halen. Specifieke leerstoornissen, fysieke of verstandelijke beperkingen vereisen aanvullende begeleiding en zorg op school. Daarnaast kunnen vragen ontstaan rondom motivatie, plannen en organiseren van (huis)werk of de sociale omgang met klasgenoten en leerkrachten.
Orthopedagogen in het passend onderwijs ontwerpen een handelingsgerichte aanpak voor behandeling en begeleiding van leerlingen die behoefte hebben aan extra ondersteuning in de klas. Zo onderzoeken ze de onderwijsbehoeftes van kinderen en adolescenten bij het schoolse leren, waarbij ze ook de ondersteuningsbehoeften van de leerkrachten en docenten in kaart brengen.

In deze minor verdiepen studenten zich in het veld van (passend) onderwijs, met speciale aandacht voor de ontplooiing van kinderen en jongeren in de schoolse leeftijd (4 jaar tot vroege volwassenheid). Doel is dat studenten kennis en inzicht verkrijgen in de complexe samenhang van cognitief en sociaal functioneren en biologische ontwikkeling in relatie tot functioneren op school en thuis. Daarnaast verwerven studenten inzicht in de ontwikkeling van het brein en de implicaties daarvan voor onderwijs en opvoeding.

Daarnaast wil de minor studenten in staat stellen om deze kennis en inzichten toe te passen in het beoordelen en ontwikkelen van wetenschappelijke kennis over onderwijs en de daarbij passende interventies, daarbij rekening houdend met ontwikkelingen op het gebied van nieuwe media.

Deze minor staat open voor studenten Psychologie, Pedagogische wetenschappen en Criminologie.

Heb je vragen over de minor? Stuur dan een e-mail naar studiekeuze.fgb@vu.nl

Courses:

Name	Period	Credits	Code
Clinical assessment: Children and Adolescents	Period 1	6.0	P_BDKPKO
Development and Psychopathology	Period 1	6.0	P_BONTPSP
Kinderen en nieuwe media	Period 2	6.0	P_BKNWMED
Mind Brain and Education	Period 2	6.0	P_BMBEDUC
Passend Onderwijs	Period 2+3	6.0	P_BPASOND

Minor Pedagogen en goed onderwijs

Pedagogen leveren een belangrijke bijdrage aan de ontwikkeling en realisatie van goed onderwijs. Juist zij zijn in staat om de noodzakelijke (wetenschappelijke) kennis en inzicht in de relatie tussen veranderingen in de samenleving en onderwijs alsmede de relatie tussen onderwijs en (verschillen in) de ontwikkeling van kinderen samen te brengen. Hierdoor kunnen zij ideeën ontwikkelen voor de manier waarop onderwijs betekenisvol kan zijn voor leerlingen met een diversiteit aan mogelijkheden en achtergronden.
Rekening houdend met ontwikkelingen op het gebied van nieuwe media, informatietechnologie en veranderingen in de culturele en levensbeschouwelijke diversiteit van de samenleving, kunnen zij ertoe bijdragen dat onderwijs goed is voor leerlingen, leerkrachten en de samenleving.

In deze minor verdiepen de studenten zich in kennis en inzichten die pedagogen in het onderwijs nodig hebben en leren zij om de kennis en inzichten te gebruiken in het vormen van kritisch-normatieve oordelen over de inrichting van het onderwijs, in het bijzonder over doelen, methoden, inhouden en vooronderstellingen. Met hun inzichten en analytische vaardigheden zijn zij in staat om een bijdrage te leveren aan (debatten over) de vormgeving van het onderwijs.

Deze minor staat open voor studenten Psychologie, Pedagogische wetenschappen en Criminologie.

Heb je vragen over de minor? Stuur een e-mail naar studiekeuze.fgb@vu.nl

Courses:

Name	Period	Credits	Code
Curriculum Studies	Period 1	6.0	P_BCURRIC
Education and the Good Life	Period 1	6.0	P_BEDGL
Kinderen en nieuwe media	Period 2	6.0	P_BKNWMED
Mind Brain and Education	Period 2	6.0	P_BMBEDUC
Passend Onderwijs	Period 2+3	6.0	P_BPASOND

Minor Family, Law and Forensic Behavioural Sciences

Courses:

Name	Period	Credits	Code
Intervention from a Legal and Pedagogical Perspective; Civil Law	Period 2	6.0	R_CIvanJPP
Intervention from a Legal and Pedagogical Perspective; Criminal Law	Period 2	6.0	R_SIvJPP
Introduction into Developmental Psychology and Family Studies with a Focus on Conscience Development	Period 1	6.0	P_BINPPGO
Introduction into Family Law with a Focus on Children's Rights	Period 1	6.0	R_IFVRK
Minor Paper	Period 3	6.0	P_BMINPAPER

Basisaantekening Psychodiagnostiek

Per 1 januari 1994 is door het NIP de Basisaantekening Psychodiagnostiek ingevoerd. Dit houdt in dat studenten en afgestudeerden met een voldoende basiskennis en ervaring in de psychodiagnostiek een zogenaamd dossierdiploma, getekend door de faculteit en het NIP, kunnen verwerven. De Faculteit der Psychologie en Pedagogiek van de Vrije Universiteit heeft een programma samengesteld om de Basisaantekening te kunnen verwerven. Aan allen die dit programma met succes hebben doorlopen, kan de Basisaantekening Psychodiagnostiek worden uitgereikt.

Meer informatie vind je op VUnet.

Agriculture for Food and Nutrition Security

Course code	E_MG_AFNS ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. ir. B.G.J.S. Sonneveld

Examinator	dr. ir. B.G.J.S. Sonneveld
Teaching method(s)	Lecture, Study Group, Computer lab
Level	200

Course objective
After successfully completing this course, students will:
• be familiar with main concepts of agronomy relevant for Food and Nutrition Security (FNS) analysis;
• understand the relation between locational (environmental) factors and the food production system;
• understand the relation between food production systems and FNS;
• be able to analyze these relationships with empirical data, including spatial analysis, and to interpret the results;
• be able to critically reflect and communicate on contemporaneous land use issues.

Course content
- Understanding the interlinkage between locational (environmental) factors and the food production system;
- Understanding the interlinkage between agricultural production systems and food productivity;
- Understanding the position of agriculture in total land use.

Form of tuition
Lectures (7 x 2 hours), workgroups (6 x 4 hours).

Type of assessment
Exam (60%), assignments (30%), presentation (10%)

Recommended background knowledge
Basics of geography; basics of biology

Target group
Bachelor students interested in Food Security

Remarks
In this course you will learn the basic agronomic principles underlying the interlinkages between food production and agricultural production systems on the one hand, and between agricultural production systems and environmental resources on the other hand. Basic principles of crop and livestock production will be introduced, and you will learn how they are employed across different production systems and how they affect the interaction between production systems and the environment. Given that the nature of these linkages also vary across space and time, the course will have an explicit temporal (dynamic and historical) and spatial focus to understand long term trends and diversity in food production and environmental impacts. Also alternative agricultural production systems to the dominant systems currently in used will be discussed, such as low input farming systems, including their potential for up-scaling and sustainability. You will also be taught the basics of GIS and how spatially explicit analysis van be utilized to better understand land use patterns and production possibilities and restrictions

American Film: Cinematic Representations of the "Other"

Course code	L_ELBAELK208 ()

Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. R.V.J. van den Oever
Examinator	dr. R.V.J. van den Oever
Teaching staff	dr. R.V.J. van den Oever
Teaching method(s)	Seminar
Level	200

Course objective
Students become acquainted with the study of identity representation in American film.

Course content
What theoretical questions arise when studying the representation of identity - think of race, gender, sexuality - in American film? Per meeting, we discuss a particular theoretical issue - for instance, stereotyping, the male gaze, character engagement, identity politics, queer subtext - after which students apply this theoretical perspective to an assigned filmic text.

Form of tuition
Seminar meetings, 2 x 2 hours per week.

Type of assessment
Exam.

Course reading
To be announced.

Entry requirements
None.

Target group
This course is part of two minor packages: (1) American Studies; (2) Gender and Diversity. Students from other Bachelor's programs are welcome.

Registration procedure
There is a slightly different enrollment procedure for this course. The standard procedure of the Faculty of Humanities has students sign up for (i) the course, (ii) the type of class (lecture and/or preferred seminar group), and (iii) the exam. However, for this course the instructor will assign the students to the seminar groups. Therefore, students should sign up for (i) the course, (ii) the lectures (if applicable), and (iii) the exam, but not for the seminar groups.

There is limited seating in this course. Priority will be given to students of two minor packages: (1) American Studies; (2) Gender and Diversity. Students from other Bachelor's programs are initially placed on a waiting list.

Remarks
The level of English in this course is high.

Analyses Toolbox

Course code	P_BANATB ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	M.G. Nivard
Examinator	M.G. Nivard
Teaching staff	B.M.L. Baselmans, M.G. Nivard
Teaching method(s)	Practical
Level	300

Course objective
The open-source programming language and environment R is quickly becoming the working language for data analysis and visualization in the social and other sciences. In this course, the student will learn how to use this freely available software.

Course content
The course provides a general introduction into data handling, data visualization, statistical analysis, and programming in R. This introduction is supported by lectures, practicals and self-study assignments. In addition, application showcases will be provided in the form of self-study assignments. These showcases illustrate how to apply R during all phases of a research project and in a context relevant to the students. In particular, the student will learn how to apply R for magnetic resonance
imaging tissue classification, and for genome-wide association studies.

Form of tuition
Interactive lectures and practicals.

Type of assessment
The grade will be based on a written exam which contains both open ended and multiple choice questions, and an presentation based on analysis in R.

Anxiety and Depression by Children and Adolescents

Course code	P_BANDEKA ()
Period	Period 4
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D.J. Zevalkink
Examinator	dr. N.C. Lee
Teaching staff	prof. dr. A.C. Huizink, dr. D.J. Zevalkink, dr. M. van Buuren
Teaching method(s)	Lecture, Seminar

Level	300

Course objective
By the end of the course you can describe different theoretical and explain different developmental models about fear and depression; you can recognise anxiety and depression disorders in children and adolescents and apply this knowledge; and you will have insight into the mechanisms underlying the corresponding interventions.

Course content
This course focuses on the origin, recognition and description of various forms of internalising problems in children and adolescents, the associated mechanisms that maintain the problems, the presence of comorbidity and the role of the social environment. During the lectures and work groups we pay close attention to the DSM criteria and its applicability for this age group. Using the most recent research data on anxiety and depression in children and adolescents (0-24 years), different relevant developmental issues are addressed, including the influence of the family and the peers. In the course attention is also given to the practical applicability of the knowledge with the aim of increasing the recognisability, influence and discussability of internalizing developmental issues for a (future) policymaker, child and adolescent psychologist or school psychologist.

Form of tuition
Lectures, assignments

Type of assessment
The course is completed when:
- five of the seven week assignments are of sufficient quality;
- exam (open-ended questions) is a pass;
- attendance requirement for the work groups is met.

The individual grades are only valid in the academic year they have been obtained.

Course reading
See Canvas

Remarks
Part of the lectures is given by guest lecturers from clinical practice.

Applications in Economic Policy: Policy Analysis, Formulation and Evaluation

Course code	E_ME_AEP ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. W. Zant
Examinator	dr. W. Zant
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
The objective of this course is to develop your capability 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 course are:
• you are able to identify a relevant (economic) policy issue, to motivate the urgency of the issue, and to formulate an appropriate research question;
• you 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;
• you 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;
• you 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;
• you are able to present your findings clearly to academic expert and non-expert audiences;
• you are able to work independently, while incorporating relevant feedback into their work;
• you are able to give constructive feedback to peers.

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

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

Type of assessment
Paper, presentation and working group participation

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

Entry requirements
Foundations of Microeconomics and Development of Macroeconomic Thought

Recommended background knowledge
Business Cycles and Stabilization Policy and Structural Policy

Applications in Food and Nutrition Security Analysis

Course code	E_MG_AFNSA ()
Period	Period 3
Credits	6.0

Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. R. de Wildt-Liesveld MSc
Examinator	dr. R. de Wildt-Liesveld MSc
Teaching method(s)	Lecture
Level	300

Applied Exercise Physiology

Course code	B_TIF (900322)
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. J.J. de Koning
Examinator	dr. J.J. de Koning
Teaching staff	dr. J.J. de Koning, dr. R.T. Jaspers, prof. dr. H.A.M. Daanen
Teaching method(s)	Lecture, Practical
Level	300

Behaviour Genetics

Course code	P_BBEHGEN ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. C.V. Dolan
Examinator	prof. dr. C.V. Dolan
Teaching staff	prof. dr. C.V. Dolan
Teaching method(s)	Lecture, Practical
Level	300

Course objective
The aim of this course is to introduce students to behavior genetics as applied to psychological variables. The students will learn what questions behavior genetics addresses, and how these questions are answered using the classical twin design, and
some extensions of this design. The course includes practicals in which you will analyze real and simulated twin data using the R library OpenMx.

Course content
This course will include explanation of the following:

1) The biometric model, underlying the twin and family designs which are used to

infer the role of genetic and environmental effects from family resemblance).
2) Univariate and multivariate modeling of twin data using OpenMx (an R library) in the programming environment R
3) The meaning of gene-environment interplay (genotype X environment interaction, and genotype -environment correlation) and to model these in the classical twin design.
4) Detailed discussions of applied papers and papers concerns the statistical background of the twin design.

Form of tuition
Lectures and computer practicals

Type of assessment
A exam consisting of open and multiple choice questions and take-home computer assignments which are based directly on the computer practicals.

Course reading
Articles + book chapters

Entry requirements
Please note: this course includes a statistical component.
You are expected to have a basic practical understand of correlation, linear regression and basic descriptive statistics, such as means, variance, standard deviation.
Some experience in the use of statistical programs like SPSS is useful.
Knowledge of R is an advantage.
However, the practicals include explanation of R (using the R studio interface).

Behaviour: Learning and Addiction

Course code	P_BBLA ()
Period	Period 5+6
Credits	12.0
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. A.H.M. Willemsen
Examinator	prof. dr. A.H.M. Willemsen
Teaching staff	prof. dr. A.H.M. Willemsen, dr. T.H.J. Knapen
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
To provide insight into the biopsychosocial mechanisms that underlie behavior, with a focus on drug use and addiction.

Course content
When we engage in behaviour, we often hope to gain something, to be rewarded. To optimize the reward we receive, we exquisitely fine-tune our behaviour and become expert reward-seekers. Our behaviour can lead to positive effects, such as gaining new skills and achieving academic success, but it may also have negative consequences, for instance the short-term reward of drug intake may lead to addiction. During the course you will gain knowledge of the biological and psychosocial

processes that play a role in the search for rewards, in particular in relation to drug use and addiction. The nature of drugs, their short-term reward and related progression into addiction, as well as non-drug related addictions will be addressed. You will gain insight into processes that guide our attention and learning and relate this to drug use. Throughout the course you will also learn more about the methods scientific research has at its disposal to increase this knowledge. During the practical sessions (period 6) you will take on the role of experiment leader to conduct a study on attention and addiction and you will lay down your research findings in a paper.

Form of tuition
Lectures, tutorials and laboratory sessions.
Contact hours: 336 (32 lectures, 20 tutor group, 20 laboratory session, 2 poster, 2 exam, self study 260 hrs.

Type of assessment
- Exam, poster, research paper.
- Attendance requirement for lectures and tutor groups.

Course reading
To be announced during the course.

Registration procedure
Students need to sign in for the course, lectures, tutor group and exam via VUnet. Enrollment is only possible after the premoinor introductorion meeting.

Remarks
Lectures and tutorials are in English.
This course is coordinated by Dr. A.H.M. Willemsen and Dr. T. Knapen.

Big Names in Philosophy I

Course code	W_BA_KOPI ()
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Geesteswetenschappen
Coordinator	prof. dr. M. Martijn
Examinator	prof. dr. M. Martijn
Teaching staff	prof. dr. M. Martijn
Teaching method(s)	Lecture
Level	200

Big Names in Philosophy II

Course code	W_BA_KOPII ()
Period	Period 2+3
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Geesteswetenschappen

Coordinator	dr. J.M. Halsema
Examinator	dr. J.M. Halsema
Teaching staff	dr. J.M. Halsema, dr. C.H. Krijnen
Teaching method(s)	Lecture
Level	200

Biological and Cognitive Psychology

Course code	P_BBIOCOG ()
Period	Period 2+3
Credits	9.0
Language of tuition	Bilingual
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D. van t Ent
Examinator	dr. D. van t Ent
Teaching staff	dr. S.A. Los, dr. D. van t Ent
Teaching method(s)	Lecture, Study Group
Level	100

Course objective
To gain insight into the structure and function of the nervous system and in the way the nervous system influences basic mental functioning.

Course content
The course starts with an introduction of the structure and function of the nervous system. Next, mental functions are discussed, first from a functional perspective, then from a biological perspective. The processes discussed are: perception, attention, memory, motor skills, language and decision making.

Form of tuition
Lectures and tutor groups
Contact hours: 252 (40 lecture, 20 tutor group, 6 exam, 186 self-study)

Type of assessment
- Two multiple choice exams, one mid-course and one at the end of the course. Both count for 50% of the final grade (The average of both exams needs to be a pass).
- Attendance requirement for the tutor groups.

In case of a fail at the end of the course, there will be a re-exam in which the full content of the course will be assessed.

The grades of the two individual exams are only valid for the year the course is taken.

Course reading
Two separate course books are used.
For the Biological psychology part: Carlson - Physiology of Behavior (12th Ed). Pearson. Available at the VU bookstore.
For the Cognitive Psychology part: Goldstein, E.B. (2015). Cognitive Psychology. Connecting the mind, research, and everyday experience (4th Ed). Cengage learning. Available at the VU bookstore.

Registration procedure
Students cannot sign up for this course through VUnet. They are registered by the study administration.

Remarks
This course is coordinated by Dr. Dennis van 't Ent and dr. Sander Los. Lectures in English, work groups in English or Dutch depending on chosen study track.

Biological Psychology (UM)

Course code	P_UBIOPSY ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D. van t Ent
Examinator	dr. D. van t Ent
Teaching staff	dr. D. van t Ent
Teaching method(s)	Lecture
Level	200

Brain in Trouble

Course code	AB_1038 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. H.K.E. Vervaeke
Examinator	dr. H.K.E. Vervaeke
Teaching staff	prof. dr. S. Spijker, prof. dr. T.J. de Vries, dr. H.K.E. Vervaeke
Teaching method(s)	Lecture, Study Group, Computer lab
Level	300

Course objective
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.

Course content
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?

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

Course coordinators are Hylke Vervaeke and Taco de Vries

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

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

Extra literature on Canvas

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

Target group
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.

Registration procedure
Groups for Class Discussions and Home-work Assignments via Canvas

Remarks
Central Academic Skill: Debating and discussing

B-these Klinische Leerlijn

Course code	P_BTHESEKLI ()
Period	Period 5+6
Credits	12.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	drs. S.D.S. Noordermeer
Examinator	drs. S.D.S. Noordermeer
Teaching staff	dr. E. Driessen, dr. S.M. Begeer, drs. S.D.S. Noordermeer
Teaching method(s)	Study Group, Lecture
Level	300

B-thesis Genes, Brain and Behaviour

Course code	P_BTHESEGHG ()
Period	Period 5+6
Credits	12.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. S.A. Los
Examinator	dr. S.A. Los
Level	300

B-thesis Social and Organizational Psychology

Course code	P_BTHESESOP ()
Period	Period 5+6

Credits	12.0
Language of tuition	Bilingual
Coordinator	dr. F.H. Gerpott
Examinator	dr. F.H. Gerpott
Level	300

Business Cycles and Stabilization Policy

Course code	E_ME_BCSP ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. M. Mastrogiacomo
Examinator	dr. M. Mastrogiacomo
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
The objective of the course is to introduce you to the theory and practice of macroeconomic and monetary policy, including regulation of the financial system. This course is complementary to the parallel course of Structural Policy. It is highly recommended to take both courses.

Specific learning outcomes upon completion of this course 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.

Course content
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 and 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 and is suggested to be taken together with the course of Structural Policy that runs in parallel.

Form of tuition
Lectures, guest lectures and working groups

Type of assessment
Grade is average of problem sets (30 %) and written examination (70%), with written exam grade of at least 5.0. To those who participate into less than four compulsory tutorials and/or do not deliver their tutorial work, one point will be subtracted from the final grade.

Course reading
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.

Entry requirements
Basic knowledge of math and statistics, as provided in the academic core of any academic program at the Vrije Universiteit Amsterdam or equivalent.

Recommended background knowledge
Development of Macroeconomic Thought

Business Intelligence and Analytics

Course code	E_MM_BIA ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	prof. dr. J.F.M. Feldberg
Examinator	prof. dr. J.F.M. Feldberg
Teaching method(s)	Lecture, Seminar, Response class

Course objective
Being able to define, describe and recall the basic concepts, principles and theories underlying business intelligence & analytics solutions (decision support systems). Also, to classify and compare business intelligence & analytics solutions as well as the constituent components of business intelligence & analytics solutions (Academic Skills).

Become proficient at exploring data-driven business models and to apply business intelligence & analytics concepts, principles and theories to business problems (Quantitative Skills).

Learn to explore, analyze and determine how big data can drive business

model innovation as well as to analyze business cases, and propose business intelligence & analytics solutions and decide which data to use given a business problem to be solved (Knowledge).

Adeptly evaluating and discussing the organizational and social implications of business intelligence & analytics solutions and to create insights using established business intelligence & analytics tools (Bridging Theory & Practice).

Course content
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.

Form of tuition
Lectures
Tutorials
Workshops

Type of assessment
Assessment Written exam – Individual assessment
Interim Assignment(s) / Tests:
Analytics practicum tests – Individual assessment

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

Recommended background knowledge
Recommended knowledge Elementary course on (Management) Information Systems (for example: Laudon, K.C. & Laudon, J.P. (2016). Essentials of MIS (12 th edition).
Basic knowledge on statistics and Microsoft Excel.

BK: 2.1 Business Information Technology
IBA: 2.1 Business Information Systems

Business Model Assessment

Course code	E_MB_BMA ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. L. Lu
Examinator	dr. L. Lu

Teaching method(s)	Lecture, Study Group
Level	200

Course objective
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 introduction in corporate finance for students in the program. This course has three main learning objectives:
1. Gain knowledge of basic concepts and theories pertaining to firm behaviors in the area of corporate finance in order to assess the business (Knowledge)
2. Provide standard answers to hypothetical cases, e.g. through solving exercises from the textbook (Quantitative skills)
3. Apply obtained knowledge in corporate finance to real life cases, e.g. interpret financial information, formulate them into standard framework, and provide comments and remarks for corporate decision makers (Bridge theory and practice)
After participating in this course, you should:
• Understand corporate finance concepts, including their strengths and limitations in explaining the realities
• Understand unique features of these concepts and their interrelationship, and the relevant corporate finance theories for firm behaviors
• Have quantitative skills to apply these concepts, e.g. solve exercises in the textbook
• Be able to choose between various concepts and apply them in real life cases, e.g. provide advice and remarks for corporate decision makers

Course content
The course will start with an introduction of business assessment approaches and basic concepts. We will start with an introduction to corporations, and proceed with financial statement analysis, financial decision making, investment decision rules, capital budgeting, and raising equity capital, etc. The focus is on applying concepts and theories to real-life situations during lectures, and providing students with feedback on their exercises and cases in the tutorials. We will explain the basic concepts and theories in the lectures, and apply to relevant exercises and cases in the tutorials. Students need to solve two cases in groups of 4 or 5 members, and present their reports in the tutorials.

Form of tuition
lectures and tutorials

Type of assessment
Individual and group assessment

Course reading
The case materials and exercises will be posted on Canvas

Business Model Innovation

Course code	E_MB_BMI ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. J. Du
Examinator	dr. J. Du
Teaching method(s)	Lecture, Study Group
Level	200

Course objective
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 achieved 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/ theories 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

Course content
The course will start with an introduction of business models and corporate innovation strategies. It will then focus on two main paths: Business model innovation based on internal resources and capabilities, as well as business model innovation leveraging external opportunities. A wide range of topics such as business idea generation, business opportunity
identification, start-up firms creation, as well as corporate venturing will be
discussed in each lecture, respectively.
During the lecture, the first part is related to the theories and process of business model innovation. The second part is concerned with the application of tools and models necessary to write a business plan for the business ideas of student groups.

Form of tuition
Lectures and seminars. During the lectures, the different streams of literature will be explained and illustrated with real-life examples. Throughout the seminars, the theory is applied to student business plans

and case analysis. Students will have the opportunity to learn from and interact with leading business practitioners, discuss their progress through
peer-review and with the support of experienced business developers.

Type of assessment
Business plan (group), and essay (individual)

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

Entry requirements
None

Business Professionals

Course code	E_MB_BPROF ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	drs. A.C. Guldemond
Examinator	drs. A.C. Guldemond
Teaching method(s)	Lecture, Study Group, Instruction course
Level	300

Course objective
In the course Business Professionals, the focus is on the human element in the business modeling paradigm. 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
• Be able to verbally and in written report on assignments

Course content
During the course students will explore cases and theories about the contribution of professionals in management and organization. Guiding questions are: 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 content of the course entails an even-handed appreciation for theory and practice.

Form of tuition
Lectures and tutorials. In the first part of the course, lectures start with an introduction to (management) professionals; their task, responsibilities, and activities. 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. Students are expected to actively contribute to the group's experience and learning.

Type of assessment
Written exam, assignments, presentation

Course reading
- Selection of articles, cases and support materials

Business Project

Course code	E_MB_BPROJ ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. B.V. Tjemkes
Examinator	dr. B.V. Tjemkes
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
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 (conceptual, 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)

Course content
The core of the course is based on a business venture. A real-life business which
is confronted with specific challenges that demand a resolution (company visit). 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.To conclude the course a presentation is given to the management team of the company.

Form of tuition
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.

Type of assessment
Individual and team assignment

Course reading
Selection of articles.

Challenges of Food and Nutrition Security

Course code	E_MG_CFNS ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. C.F.A. van Wesenbeeck
Examinator	dr. C.F.A. van Wesenbeeck
Teaching method(s)	Lecture, Study Group
Level	100

Course objective
After successfully completing this course, students will:
• have a broad understanding of the concept of Food and Nutrition Security (FNS);
• be able to identify, calculate and interpret basic indicators for FNS and judge their relevance;
• be familiar with and understand the challenges to achieve FNS;
• be familiar with and understand the challenges posed by FNS failure for societies and individuals;
• be familiar with and understand the rationale for possible interventions to improve FNS.

Course content
Food and nutrition security is a critical input for the functioning and wellbeing in any society. At the same time, food and nutrition security remains far from guaranteed with more than 700 million people being undernourished and another billion people suffering from a lack of vitamins and minerals. In this course you will first develop a broad and deep understanding of the concept of FNS, both historically and contemporaneously. Next, the course will analyze challenges to ensure food and nutrition security for all now and in the future as well as challenges posed for societies and individuals by food and nutrition insecurity.

Form of tuition
Lectures and workgroups

Type of assessment
Exam (60%), assignments (30%), presentation (10%)

Course reading
To be announced

Entry requirements
There is no formal entrance requirement for the minor Global Food Security Studies, and hence also not for this course. We specifically aim for a diverse group as we strongly believe that interdisciplinary research is best taught through active interaction between students from different disciplinary backgrounds. However, we expect that this course is especially of interest to students of economics, social sciences and health sciences. The minor is a university minor which implies that VU students do not need to ask for permission from the Examination Board to acquire the credits for courses for their own BSc degree.

Target group
The minor Global Food Security Studies and hence also this course is open for students from all majors who want to acquire familiarity with the core principles of global food security and interdisciplinary methods. We are particularly interested in students who wish to contribute to food security through rigorous interdisciplinary knowledge production. The international staff that teaches in this minor program conducts research in a variety of regions around the globe. This holds great appeal to students who are keen to understand the diversity and similarity in problems and solutions related to food (in)security.

Registration procedure
To register you should enroll through VUnet. Registration is open from mid-July. Early registration is recommended. Students without access to VUnet should enroll as secondary course students ('bijvakstudent'). More information can be found on this pages:

Dutch information about the application procedure >
English information about the application procedure >

Remarks
Part of minor Global Food Security

Climate Change Law

Course code	R_TL-TP ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	C. Kaupa
Examinator	C. Kaupa
Teaching staff	C. Kaupa
Teaching method(s)	Lecture

Level	300

Course objective
The course analyzes climate change as a transnational legal phenomenon. Students will learn to work across different legal fields (ranging from international and human rights law to private and economic law) and different jurisdictions (including international, European, national and local regulation), and to handle legal questions in the context of complex economic, political, social and ethical debates. 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 understanding transnational global developments.

Course content
Climate change is one of the most pressing issues the world faces in the 21st century. It is also a particularly complex and interesting problem from a legal perspective: this is because climate change affects multiple jurisdictions (from the international to the local level), numerous areas of law (ranging from international to private law) and multiple actors (ranging from governments and international organizations to multinational businesses, NGOs and private citizens). Moreover, complex scientific, economic, political, social and ethical questions feed into the legal processes.

Analyzing the interaction of different legal fields:
Greenhouse gases originate from a broad range of activities, including energy production, industry and transport to agriculture. These are regulated in, or otherwhise affected by, numerous fields of law, such as international law, European and national economic law, private law, environmental law, international trade and investment law and human rights law. Tackling climate change therefore requires understanding how these various legal fields interact.

Analyzing how different jurisdictions interact:
Climate change is a transnational phenomenon, having local causes, but creating global effects: consequently, the problem must be addressed at the same time at a global scale, by regional organizations (such as the EU), at the national and at the regional level (e.g. cities). The course will look at how these different jurisdictions interact.

Understanding the role of different legal actors:
Climate change is not only a concern for national governments and international organizations. The European Union, as a regional organization, has long been an important actor in this field; moreover, non-state actors play an important role as well: multinational businesses, NGOs and private citizens aim to influence the regulatory process, most notably by bringing lawsuits. The course will analyze the activities of these different actors.

Understanding the context of climate change law:
Climate change has complex scientific, economic, political, social and ethical dimensions: for example, given that the emission of greenhouse gases is related to many different business sectors, a transition towards a low-carbon society will likely transform the existing economy in significant ways. This will inevitably create „losers“ along the way (e.g. coal and oil companies), who may aim to slow down the transition, thereby posing difficult economic and political questions. Or, to give

another example, as greenhouse gas emissions are related to consumption, they are mainly attributable to the wealthy parts of the global population; however, climate change disproportionately affects poor populations in developing countries, and therefore raises complex ethical issues. In this course, we will study how scientific, economic, political, social and ethical questions feed into the legal process.

The course will cover:
Part 1: the science, economics and politics of climate change;
Part 2: Climate change as a global issue; the international climate change regime (e.g. Paris Agreement), international law, human rights law and international trade and investment law;
Part 3: European and national legislation (e.g. Emissions Trading System)
Part 4: Lawyering for change (e.g. lawsuits against governments and businesses in the US and in Europe)

Type of assessment
Small written and oral assignments throughout the course and a final written assignment.

Course reading
The literature will be announced on Canvas.

Target group
Apart from regular students, the course is also available for:
Students from other universities/faculties
Exchange students
Contractor (students who pay for one course)

Remarks
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

Clinical assessment: Children and Adolescents

Course code	P_BDKPKO ()
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D.J. Zevalkink
Examinator	dr. D.J. Zevalkink
Teaching staff	prof. dr. M.J.H. Huibers, dr. D.J. Zevalkink
Teaching method(s)	Lecture, Study Group
Level	300

Clinical assessment: Clinical Neuropsychology

Course code	P_BDKPKN ()
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D.J. Zevalkink
Examinator	dr. D.J. Zevalkink
Teaching staff	prof. dr. M.J.H. Huibers, dr. D.J. Zevalkink
Teaching method(s)	Lecture, Study Group
Level	300

Clinical assessment: Clinical Psychology

Course code	P_BDKPKL ()
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D.J. Zevalkink
Examinator	dr. D.J. Zevalkink
Teaching staff	prof. dr. M.J.H. Huibers, dr. D.J. Zevalkink
Teaching method(s)	Lecture, Study Group
Level	300

Clinical Field and Intervention Methods

Course code	P_BKLWINT ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. A. van Straten
Examinator	prof. dr. A. van Straten
Teaching staff	dr. L.M. de Wit
Teaching method(s)	Lecture, Study Group
Level	300

Clinical Interviewing

Course code	P_BKLGSV ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. L.M. de Wit
Examinator	dr. L.M. de Wit
Teaching staff	dr. L.M. de Wit
Teaching method(s)	Lecture, Study Group
Level	300

Clinical Lessons

Course code	P_BKLINLES ()
Period	Period 1

Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. M. Luman
Examinator	dr. M. Luman
Teaching staff	dr. M. Luman, dr. L.M. de Wit, dr. D.J. Zevalkink
Teaching method(s)	Lecture, Study Group
Level	300

Cognition and Emotion

Course code	P_BCOGNEM ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. A.V. Belopolskiy
Examinator	dr. A.V. Belopolskiy
Teaching staff	dr. A.V. Belopolskiy
Teaching method(s)	Lecture, Practical
Level	300

Course objective
To introduce students to the new interdisciplinary field that investigates the interactions between cognitive and emotional processes on behavioral and neurophysiological levels

Course content
Human behavior and mental life cannot be fully understood without understanding the role of emotions. However, until recently emotional processes have been studied in isolation from basic cognitive processes, such as attention, perception, memory and language. The present course will present an integrative view of cognitive and emotional processes based on the recent behavioral and neuroscientific evidence. The topics that are covered will include the influence of emotional information on allocation of visual attention and memory encoding, the role of emotional states on perception, attention and memory, emotions and decision making, as well
as measuring emotions and lie detection.

Form of tuition
Lectures and practical assignments

Type of assessment
open-end exam

Course reading
"Emotion Science: Cognitive and Neuroscientific Approaches to Understanding Human Emotions" by Elaine Fox
"The Emotional Brain" by Joseph LeDoux

Cognition and Emotion (HP)

Course code	P_HCOGNEM ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. A.V. Belopolskiy
Examinator	dr. A.V. Belopolskiy
Teaching staff	dr. A.V. Belopolskiy
Teaching method(s)	Lecture, Practical

Course objective
To introduce students to the new interdisciplinary field that investigates the interactions between cognitive and emotional processes on behavioral and neurophysiological levels

Course content
Human behavior and mental life cannot be fully understood without understanding the role of emotions. However, until recently emotional processes have been studied in isolation from basic cognitive processes, such as attention, perception, memory and language. The present course will present an integrative view of cognitive and emotional processes based on the recent behavioral and neuroscientific evidence. The topics that are covered will include the influence of emotional information on allocation of visual attention and memory encoding, the role of emotional states on perception, attention, memory, emotions and decision-making, as well
as measuring emotions and lie detection.

Form of tuition
Lectures and practical assignments

Type of assessment
open-end exam

Course reading
"Emotion Science: Cognitive and Neuroscientific Approaches to Understanding Human Emotions" by Elaine Fox, scientific articles

Cognitive Neuroscience

Course code	P_BCOGNEUS ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D.J. Heslenfeld
Examinator	dr. D.J. Heslenfeld
Teaching staff	dr. D.J. Heslenfeld
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
To introduce students to the multidisciplinary area of cognitive, social, clinical and emotional neuroscience.

Course content
The course will treat modern techniques and recent data that relate mental processes to brain functions. Techniques that will be covered are EEG, MEG, MRI, lesions. Mental functions that will be studied include perception, memory, emotion, consciousness, and social cognition. The aim of the course is to provide a sound basis for the master program.

Form of tuition
Lectures, computer practicals and literature study.

Type of assessment
Written examination, multiple choice questions.Practicals have to be completed

Course reading
Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2016). Cognitive Neuroscience: The Biology of the Mind (4th Edition). New York: Norton. ISBN: 9780393912036

Entry requirements
Some background in psychology and biology is recommended.

Recommended background knowledge
Biologische en Cognitieve Psychologie

Remarks
Language: Tuition in English.

As of 2018-19 this course is no longer part of the University Minor. Students who still need to complete this course for the UM, can contact the course coordinator.

Cognitive Neuroscience

Course code	AB_1056 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. S. van der Sluis
Examinator	dr. S. van der Sluis
Teaching staff	prof. dr. S. Spijker, dr. C.P.J. de Kock, dr. H.K.E. Vervaeke, dr. S. van der Sluis, M. Loos
Teaching method(s)	Practical, Computer lab, Study Group, Lecture
Level	300

Course objective
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 its different cell types, function.

Course content
In the first course 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, delivered by renowned neuroscientists, to discuss
recent advances in the field of learning and memory, brain plasticity, and brain disease (e.g., Angelman syndrome, OCD).
Finally, you will learn about and experience various technical approaches to measure the brain (e.g., histology) in hands-on practicals.

Form of tuition
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

Type of assessment
Written exam & assignments

Course reading
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

Entry requirements
No special requirements.

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

Remarks
Coordinators: Christiaan de Kock and Sophie van der Sluis.
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 (Honours Programme)

Course code	P_HCOGNNN ()

Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D.J. Heslenfeld
Examinator	dr. D.J. Heslenfeld
Teaching staff	dr. D.J. Heslenfeld
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
To introduce students to the multidisciplinary area of cognitive, social, clinical and emotional neuroscience.

Course content
The course will treat modern techniques and recent data that relate mental processes to brain functions. Techniques that will be covered are EEG, MEG, MRI, lesions. Mental functions that will be studied include perception, memory, emotion, consciousness, and social cognition. The aim of the course is to provide a sound basis for the master program.

Form of tuition
Lectures, computer practicals and literature study.

Type of assessment
Written examination, multiple choice questions. Practicals have to be completed

Course reading
Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2016). Cognitive Neuroscience: The Biology of the Mind (4th Edition). New York: Norton. ISBN: 9780393912036

Entry requirements
Some background in psychology and biology is recommended.

Recommended background knowledge
Biologische en Cognitieve Psychologie

Remarks
Language: Tuition in English.

Comparative Political Research

Course code	S_CPR ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. P.J.M. Pennings
Examinator	dr. P.J.M. Pennings
Teaching staff	dr. P.J.M. Pennings

Teaching method(s)	Lecture, Study Group
Level	200

Course objective
This course presents an overview of 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.

Course content
In this course students will compare two contrasting case studies and make a design for a comparative case study themselves. These tasks will help students to gain the basic skills necessary for performing comparative
research and to set up a research design.

Form of tuition
• The course will be taught in the form of lectures and tutorials.
• 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.

Type of assessment
Written assignments.

Course reading
Main Textbook (To be purchased):
Gerring, J. (2017). Case Study Research. Principles and Practices. Cambridge: Cambridge University Press. 2nd Edition.

In addition students will read a number of articles.

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

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

Cooperation and Competition

Course code	P_BCOCOM ()
Period	Period 5
Credits	6.0

Language of tuition	English
Coordinator	dr. D.P. Balliet
Examinator	dr. D.P. Balliet
Teaching staff	dr. D.P. Balliet
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
The fundamental question about human behavior that will be examined throughout the duration of the course is: What gets individuals to sacrifice their immediate self interests to do what is best for a collective.

Course content
Humans are ultra-social. We are constantly interacting with other individuals and groups. Often during these interactions people can find that their immediate self interest is at odds with what is best for their relationships, family, work organizations, community , nation, and species. How we resolve these motivational conflicts is a central issue in the study of human conflict and cooperation. This course will cover theories and research on human cooperation. In so doing, we will examine several different perspectives on human cooperation (e.g., evolution, cultural theory, and interdependence theory) and review research on the factors that influence cooperation (e.g., communication, incentives, motives, and trust). The study of human cooperation has several practical implications, e.g. how to reduce conflict in marriages, what are the most effect ways to manage work groups, what can governments do to encourage corporations to engage in environmentally friendly behaviors, and what strategies can reduce international conflict, to name a few. Throughout the course we will address both theoretical and practical implications of research on human cooperation.

Form of tuition
There will be 6 lectures, 3 hours each

Type of assessment
The course evaluation will be based on a final exam. The final exam will involve multiple choice questions, short answers, and at least on essay questions. The final exam will be in English

Course reading
The course will involve reading several assigned book chapters and research articles. These will be made available on Canvas.

Cooperation and Competition (HP)

Course code	P_HCOCOM ()
Period	Period 5
Credits	6.0
Language of tuition	English
Coordinator	dr. D.P. Balliet
Examinator	dr. D.P. Balliet
Teaching staff	dr. D.P. Balliet
Teaching method(s)	Lecture, Study Group

Level	300

Course objective
Course Overview: Humans are ultra-social. We are constantly interacting with other individuals and groups. Often during these interactions people can find that their immediate self interest is at odds with what is best for their relationships, family, work organizations, community , nation, and species. How we resolve these motivational conflicts is a central issue in the study of human conflict and cooperation. This course will cover theories and research on human cooperation. In so doing, we will examine several different perspectives on human cooperation (e.g., evolution, cultural theory, and interdependence theory) and review research on the factors that influence cooperation (e.g., communication, incentives, motives, and trust). The study of human cooperation has several practical implications, e.g. how to reduce conflict in marriages, what are the most effect ways to manage work groups, what can governments do to encourage corporations to engage in environmentally friendly behaviors, and what strategies can reduce international conflict, to name a few. This course will address both theoretical and practical implications of research on human cooperation.

Type of assessment
"The course evaluation will be based on a final exam. The final exam will involve multiple choice questions, short answers, and at least on essay questions. The final exam will be in English"

Course reading
Van Lange, P. A. M., Balliet, D., Parks, C. D., & Van Vugt, M. (2014). Social Dilemmas: The Psychology of Human Cooperation. New York: Oxford University Press.

Creative Writing

Course code	L_NNBAALG001 ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. J.H.C. Bel
Examinator	dr. J.H.C. Bel
Teaching staff	dr. J.H.C. Bel
Teaching method(s)	Seminar
Level	200

Critical Perspectives on Science

Course code	W_CPOS ()
Period	Period 1+2+3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen

Coordinator	dr. J.M. Halsema
Examinator	dr. J.M. Halsema
Teaching staff	dr. J.M. Halsema
Teaching method(s)	Seminar, Lecture
Level	200

Course objective
- Knowledge of the feminist critique of science, and of critiques of science from the perspectives of race and intersectionality;
- Insight in the way in which these perspectives structure the student's own discipline;
- Developing the skills to critically question texts from the perspective of gender, race, and sexuality.
- Developing writing skills (by getting feedback) and presentation skills.

Course content
This course introduces diverse critical perspectives upon science that are developed from feminist, race, and intersectionality theory. In the first four weeks, on the basis of key articles in these fields (such as Harding, Haraway, belle hooks, Crenshaw), the different perspectives will be introduced, as well as the most important debates in these fields that form the backbone of this minor: the sex/gender debate, the problem of the relationship between gender and race theory, the intersectional framework. The course does not only aim at introducing the perspectives theoretically, but also at self-reflection by the students. In two weekly seminars the students will work at relating these perspectives to their own discipline. The seminars aim at developing a critical perspective upon the central texts in the student's discipline The course will start in the first period and will end in period 3. The seminars will take place every two weeks, during the entire semester. The final course assessment will take place in period 3: students will give a presentation at the closing symposium of the minor and write a paper in which they demonstrate to be able to analyze from the angle of gender and diversity a subject/text/film/book from their own discipline.

Form of tuition
Lectures and seminars (active learning groups).

Type of assessment
- Three reflections of 500 words (divided over the semester) (30%; 10% for each reflection)
- Presentation at closing symposium (period 3) (10%).
- Paper (end of the minor, period 3), of 2000 words in which the perspectives developed in the minor are related to the discipline of the student (60%).

Course reading
To be announced on Canvas

Target group
The course is at Bachelor 3 level and open for students from different disciplines.

Current Issues in Migration Law

Course code	R_HumRCI (200994)
Period	Period 3
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	T.K. Last
Examinator	T.K. Last
Teaching staff	prof. mr. T.P. Spijkerboer
Teaching method(s)	Tutorial, Lecture, Seminar
Level	300

Course objective
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

Course content
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.

Form of tuition
One lecture on how to relate what is in the news to existing migration law scholarship and introduction to the current issue topic areas on Canvas. Another lecture on how to formulate a research question and write a research paper. 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.

Type of assessment
Written research proposal, presentation of that research proposal, and a final research paper. Students will work in pairs.

Course reading
Preliminary reading lists will be announced on Canvas for a range of current topics.

Target group
Apart from regular students, the course is also available for:
Students from other universities/faculties
Exchange students
Contractor (students who pay for one course)

Current Issues in Transnational Law

Course code	R_CIsTrL ()

Period	Period 3
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	prof. dr. G.T. Davies
Examinator	prof. dr. G.T. Davies
Teaching staff	prof. dr. G.T. Davies
Teaching method(s)	Lecture
Level	300

Course objective
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.

Course content
In 2017, the course focused on the following three topics:

- International trade and investment agreements - TTIP
- Problems of the International Criminal Court
- Legal issues of geoengineering

The subjects for 2018 will be announced nearer the time, but will be similarly diverse and contemporary.

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

Course reading
Reading will be placed on Canvas nearer the time.

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

Target group
Apart from regular students, the course is also available for:
Students from other universities/faculties
Exchange students
Contractor (students who pay for one course)

Remarks
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

Curriculum Studies

Course code	P_BCURRIC (823008)

Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. M. Dobber
Examinator	dr. M. Dobber
Teaching staff	dr. M. Dobber
Teaching method(s)	Lecture, Seminar
Level	300

Data Analytics and Privacy

Course code	R_DAP ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	dr. mr. M. van der Linden
Examinator	dr. mr. M. van der Linden
Teaching staff	prof. mr. A.R. Lodder
Teaching method(s)	Lecture, Tutorial
Level	300

Course objective
Data Analytics and Privacy focuses on the role of fundamental rights and legal principles in the regulation of business analytics and data science, with a general focus on the right to privacy. The student will learn and understand the ethical and legal aspects of business analytics and data science. The student will be able to analyze the role of fundamental rights and legal principles in the regulation of these issues. The student will be able to deal with the similarities and differences between legal admissibility and ethical acceptability when working with large datasets and the application of the outcomes of the analysis.

Course content
In the field of business analytics and data science the opportunities seem endless. Perfect enforcement of norms, excellent personally targetted advises and advertments. Outcomes of data analytics can even preceed what's on a man's mind: the cab arrives at the moment you did not even know yet you needed it, the packages are already posted before you ordered them, or the criminal behavior is predicted before it takes place. This course obviously is not about the possibilities, but about the limits we as a society want to put on those possibillities. The legal and ethical standards for this area have not yet been crystallized, but in general fundamental rights and ethical principles are well known. This course also explores the boundaries between legal admissibility and ethical responsibility.

Form of tuition

Lectures, tutorials, peer review

Type of assessment
Paper, presentation

Course reading
Made available via Electronic Learning environment

Target group
Apart from regular students, the course is also available for:
Students from other universities/faculties
Contractor (students who pay for one course).

Decolonizing Europe

Course code	L_GCBAALG008 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	M.P. Groten
Examinator	M.P. Groten
Teaching staff	prof. dr. S. Legene, M.P. Groten
Teaching method(s)	Seminar, Lecture
Level	300

Course objective
Decolonizing Europe has both historical and methodological learning objectives. After the course, participants...
1. Have a good understanding of the main approaches to the postwar history of the European nation state and are able to situate leading historians in the historiographical debate on decolonization and postcolonialism
2. Are able to critically review (both in writing and speaking) a monograph and to develop, both orally and in writing an argued opinion about the issue addressed by the author(s)
3. Have been challenged to reflect on the own ‘subject position’ and explore the theme from various perspectives while acknowledging different experiences with respect to European postcolonial society.

Course content
The course focuses on the impact of European imperialism on the dynamics of nation state formation within ‘Postwar Europe’.* While all around the globe countries became independent, what did that mean for Europe itself? Students will come across at least three developments that played a major role in the repositioning of Europe in the international arena after colonialism:
• The reordering of European national states in East and West and the impact of the Cold War
• The changes within Europe and between Europe and the ‘Third World’ as a result of decolonization.
• The gradual European integration process and, simultaneously, the emergence of major ambiguities within separate nation states concerning the concept of multicultural society.
The course investigates these developments with particular attention to

a better understanding of colonialism as a history with a deep influence on notions of belonging, inclusion and exclusion with respect to citizenship at national and European level. Against the backdrop of a political history, this course will discuss how historians, philosophers, activists, politicians, have approached this history within a national, European or global frame of reference.
* Tony Judt, Postwar, A history of Europe since 1945. New York, 2005.

Form of tuition
Two introductory lectures (week 1 and 2) supported by common reading assignments, week 3 individual assignment to write a summary and discuss a monograph selected from the course list or at your own suggestion, followed by a guest lecture in week 4; as from week 5-7 intensive sessions focusing at the topics addressed in the selected monographs. In week 8 the course ends with a forum discussion organized by the participants.

Type of assessment
Mandatory: attendance of the seven plenary sessions and final forum discussion.
Grading elements:
1. pro-active role in class, including class notes or other prep. assignments 30%;
2. Monograph: summary and discussion paper (2.000 words) 40%;
3. ppt. presentation and discussion in class about topics addressed in the reviews 20%.
4. Contribution to final forum discussion 10%;
Instructions and criteria for the assessment of the summary and discussion paper on a selected monograph will be included in the full course description.
In order be able to finish the course, each grading element per se has to be satisfactory. If failed, the paper can be re-submitted.

Course reading
An extensive list will be published in the full course description. The following titles will be used as common reference works:
- Elizabeth Buettner, Europe after Empire. Decolonization, Society, and Culture (Cambridge, Cambridge UP, 2015)
- Jan C. Jansen & Jürgen Osterhammel, Decolonization: A Short History (Translated by Jeremiah Riemer Princeton, Princeton UP, 2017) (or German edition)

Entry requirements
Students will need a sufficient background in contemporary history, either at a general level, or specifically concerning the history of their own country, region, continent of origin.

Recommended background knowledge
It is strongly advised to read Jansen/Osterhammel before class starts.

Target group
As from the start, the course will be at 300 level and require a dedication to reading a lot. The course aims at History students in their BA3-minor semester and at those students from other disciplines who follow the full History minor-program. Other international exchange students and students from other disciplines, University colleges and VU-faculties with a sufficient level of historical knowledge, can participate after permission by the course coordinator.

Registration procedure
The maximum number of participants for this module is 25 students. Make sure that you register in time.

Remarks
Full course title:
Decolonizing Europe - Perspectives on Post-WW2 State Formation and the Cold War

Democracy: A History

Course code	L_GABAGES212 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. D.B.R. Kroeze
Examinator	dr. D.B.R. Kroeze
Teaching staff	prof. dr. C.A. Davids, dr. F.D. Huijzendveld, dr. D.B.R. Kroeze
Teaching method(s)	Lecture
Level	200

Course objective
Improve knowledge of the historical development of democracy and of democratization in history. Improve understanding of differences between classic, early modern and modern understandings of democracy. Being able to critically
reflect on normative thinking in academic and political debates. Being able to formulate an independent opinion on historical and contemporary issues related to democracy.

Course content
Since the end of the eighteenth century ‘democracy’ slowly but steadily has become more popular. Democracy as a mode of government and the word ‘democracy’ itself has by leaps and bounds found acceptance in many parts of the world. Democracy has become the standard or the rule, while other modes of government are considered as deviations or exceptions. How and why has this evolution occurred in Europe and in other parts of the world? What sorts of changes or continuities can during this prolonged evolution be discerned in the concept of ‘democracy’, and how can we critically assess the dominant position of democracy? Answers to these questions will be presented by giving an overview of the historical development of democracy since the time of the Athenian democracy, the 'Atlantic Revolutions' of around 1800, and the rise, fall and rise in the era around the World Wars. The history of democracy will be related to theories about democracy
and democratization. The main emphasis will be on the Western and European history of democracy but guest lecturers will also discuss the non-Western development of democracy.

Form of tuition
Lectures and discussion.

Type of assessment
Midterm and final exam.

Course reading
Roger Osborne, Of the people, by the people. A new history of democracy (2011); D. Held, Models of Democracy (2006; 3 edition); articles and book
chapters (to be announced).

Entry requirements
First year completed.

Target group
Students BA2 Geschiedenis/ History; Dutch students and exchange students with a
Humanities or Political Sciences profile.

Remarks
This course is obligatory in the second year.

Designing Solutions for Global Sustainability

Course code	AB_1231 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. P.J.H. van Beukering
Examinator	dr. P.J.H. van Beukering
Teaching staff	dr. P.J.H. van Beukering, dr. ir. M.G. van der Meij
Teaching method(s)	Lecture, Seminar
Level	300

Development and Globalization

Course code	S_DG ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	prof. dr. D. Dalakoglou
Teaching staff	prof. dr. D. Dalakoglou
Teaching method(s)	Lecture
Level	300

Course objective
The aim of this course is to introduce students 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.

Learning Objectives

Knowledge and Understanding. The student has acquired knowledge and understanding of:
(1) the development and globalisation related phenomena and their global effect on health, gender, urbanisation, migration, etc.

Application. The student has acquired the competences to:
(2) understand and analyse the historical, sociocultural and political dimensions of international development and globalisation and their role in shaping contemporary world.

Attitude. The student demonstrates:
(3) a critical attitude towards ideas on globalisation and development.

Course content
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.

Form of tuition
Lectures.

Type of assessment
Final exam.

Course reading
To be announced on CANVAS

Target group
2nd year bachelor students in Cultural Anthropology and Development Sociology
Students in the minor Development and Global Challenges
Students in the minor Anthropology
The course is also open as an elective course

Development and Psychopathology

Course code	P_BONTPSP ()
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. N.C. Lee

Examinator	dr. R.D. Plak MA MSc.
Teaching staff	dr. T. Olthof, dr. S.M. Begeer, prof. dr. A.C. Huizink, dr. D.J. Zevalkink
Teaching method(s)	Lecture, Seminar
Level	300

Development of Macroeconomic Thought

Course code	E_ME_DMT ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	prof. dr. C.A. Davids
Examinator	prof. dr. C.A. Davids
Teaching staff	prof. dr. C.A. Davids, J. Chen MPhil
Teaching method(s)	Lecture, Study Group
Level	200

Course objective
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.

Course content
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.

Form of tuition
Lectures and tutorials

Type of assessment
Grade is average of problem sets (30 %) and written examination (70%), with written exam grade of at least 5.0.

Course reading
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.

Entry requirements
Basic knowledge of math and statistics, as provided in the academic core of any academic program at the Vrije Universiteit Amsterdam or equivalent.

Target group
Remarks: this course is an integral part of the University Minor Economics; participants gain strongly from attending the entire minor program.

Developmental disorders in Children and Adolescents

Course code	P_BONWKA ()
Period	Period 5
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. S.M. Begeer
Examinator	dr. S.M. Begeer
Teaching staff	dr. S.M. Begeer
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
To provide insight into the diagnostics, treatment, and theoretical and neurobiological explanatory models of autism, ADHD and mental handicap.

Course content
In seeing a child with social problems, when do we think about autism, and when about ADHD or mental disability? Knowledge of developmental disorders is indispensable for a clinical development psychologist. Therefore, this course discussed in greater depth the developmental disorders autism, ADHD and mental retardation. In this course we present theoretical and neurobiological explanatory models, diagnosis and treatment in daily practise and the aspects that complicate diagnosis and treatments in these groups. This course builds upon the knowledge you obtained previously about the dignsotic process in general, and the theories about causes and aspects of these particular disorders.

Form of tuition
Lectures, work groups

Type of assessment
Exam (opne-ended questions)

Course reading
See canvas

Developmental Psychology and Psychopathology

Course code	P_BOWPPSY ()
Period	Period 5+6
Credits	9.0
Language of tuition	Bilingual
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. R.D. Plak MA MSc.
Examinator	dr. R.D. Plak MA MSc.
Teaching method(s)	Lecture, Study Group
Level	100

Course objective
The course offers insight into typical and atypical developmental pathways of children, adolescents and adults dealing with different developmental tasks during different developmental periods and the accompanying disorders that emerge or are diagnosed during the life course.

Course content
The knowledge about development and psychopathology is the foundation for understanding disorders in view of risk and protective factors. Explanations from a multi-factorial perspective (biological, psychological, socio-cultural) provide insight into the origin, the connection between problem behaviours and the possible developmental pathways of the different disorders. This offers a framework for researching and understanding of the continuity and discontinuity of developmental problems in the complexity of diagnostics and interventions within clinical practice. Different examples of problematic development in children, adolescents and adults clearly explain how clinical professionals apply this knowledge. Students will also get acquainted with the interpretation of research results and its use in determining the effectiveness of an intervention.

Form of tuition
Lectures and tutor groups.

Type of assessment
- Two exams (multiple choice, 50% each), the average of both exams needs to be a pass
- Attendance requirement for the tutor groups

In case of a fail at the end of the course, there will be a re-exam which the full content of the course will be assessed.
The grades of the two individual exams are only valid for the year the course is taken.

Course reading
Will be announced via Canvas prior to the course

Registration procedure
Students need to sign in for the course, lectures, tutor groups and exam via VUnet.

Remarks
Lectures in English, work groups in English or Dutch depending on chosen study track.

Digital Humanities and Social Analytics in Practice

Course code	L_AABAALG048 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	prof. dr. L.M. Aroyo
Examinator	prof. dr. L.M. Aroyo
Teaching staff	prof. dr. L.M. Aroyo
Teaching method(s)	Seminar
Level	300

Course objective
The goal of the course is to get acquainted with digital humanities research, by collaborating in current project through an intensive internship of one month. Students learn to put digital theory into practice, applying the knowledge gained from previous minor courses to a real-world project.

Course content
Throughout the Digital Humanities minor, you have learned about the field of digital humanities, you have engaged in critical reflection on the tools and methods used, and explored the way digital techniques influence current research. The goal of the course is to put theory into practice, applying the knowledge gained from the minor to a real-world project. The course is set up as an internship at a current digital humanities project. Students can choose a digital humanities project that is close
to their field of study and interest, The projects are housed by cultural heritage institutions, or research labs. You will be guided by one tutor from UvA or VU and one cultural heritage professional. Through these intensive "collaboratories" students learn practical application of digital humanities knowledge, tools and methods.

Form of tuition
Project-based learning. Group work, weekly tutor meeting per group, final group presentation.

Type of assessment
Final grade is based on assessment of (1) final report, (2) final presentation, (3) self-assessment, (4) final product.

Course reading
Depending on the chosen project, t.b.a.

Entry requirements
The Digital Humanities minor is an interdisciplinary minor, welcoming both computer science students and humanities students of all disciplines: linguistics, media, communication, history, literature and

arts. In order to participate in the course "Digital Humanities in Practice" you have at least completed two courses of the minor, as this course is set up as a practical application of knowledge, tools and methods discussed in the previous courses.

Target group
Minor Digital Humanities, BA Media and Information (UVA), BA specialisation e-humanities

Registration procedure
For UvA students: For registering for the VU-courses, you need to enrol as a guest student at VU for the BA History.
Read how to in Dutch:
http://www.vu.nl/nl/opleidingen/toelating-en-inschrijving/bijvakken
or in English: http://www.vu.nl/en/programmes/short/secondary/index.aspx

Remarks
This module is taught at the VU. Module registration at the VU is required.

Digitization: from Life to Data (UvA)

Course code	L_AABAUVA008 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. H.M.E.P. Kuijpers
Teaching method(s)	Seminar
Level	200

Course objective
At the end of this course the student is able to:
• understand the complexity and challenges of (global) data developments.
• understand the relevance of data-oriented research for humanities and social sciences.
• apply their knowledge by developing their own research projects.
• apply various computational techniques such as structuring and parsing digital data.
• critically reflect on the implications of the selection, structuring and manipulation of data for the outcome of their work.

Course content
The humanities and social sciences are confronted with more and more digital material. Digital methods allow researchers to study relations between objects from a different perspective and on a larger scale. How can humanities researchers and social scientists use digital data to support their research? What are the digital tools at their disposal and how can these tools provide new perspectives and research questions? This tutorial looks at the Humanities from a data-oriented perspective; it introduces students to the different stages of data-driven research in the Humanities: how to obtain data (e.g. scraping), extract information (parsing), and find patterns (mining). Students will apply their knowledge of these techniques (and their associated tools) by

developing their own research project.

Form of tuition
Tutorial

Type of assessment
Assignments and final paper. For dates and deadlines see the timetable and/or the course manual.

Course reading
All material will be made available via Canvas.

Target group
This course is part of the UVA/VU Minor Digital Humanities and Social Analytics
https://minor.vu.nl/nl/minoren/digital-humanities-and-social-analytics/i

Registration procedure
Module registration at the UvA is required. Note that registration will take place from 13 juni t/m 27 juni.
For more information see:
http://coursecatalogue.uva.nl/xmlpages/page/2017-2018-en/search-minor/pr
or: Onderwijsadministratie BG2 +31 20 5254952

Remarks
This module is taught at the UvA, Capacity group Media Studies, dr. K. Beelen (coördinator)

Economics and Politics for Food and Nutrition Security

Course code	E_MG_EPFNS ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	drs. G.J.M. van den Boom
Examinator	drs. G.J.M. van den Boom
Teaching method(s)	Lecture, Study Group
Level	300

Education and the Good Life

Course code	P_BEDGL ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. D.J. de Ruyter
Examinator	dr. G.D. Bertram-Troost
Teaching staff	dr. G.D. Bertram-Troost
Teaching method(s)	Lecture, Seminar

Level	300

Course objective
At the end of the course students
• Have insight into:
o ways in which the concept of the good life can be interpreted, with particular attention to happiness and flourishing
o ways in which parents and schools can contribute to the development of children into flourishing persons
o the importance and role of ideals in education
o the danger of ideals for the good life
o the concept 'worldview'
o differences between teaching about and teaching into religion/worldviews
o the way in which public and denominational schools can give form and content to worldview education
o the possible relations between citizenship (education) and worldview (education)
• Are able to analyse the texts and to raise critical questions;
* Are able to apply philosophical and empirical insights to practical cases related to education for the good life
• Are able to develop their own position with regard to the way in which education should contribute to children’s development of a conception of the good life
• Are able to present their views in the meetings
• Are able to write a paper about a topic related to education and the good life

Course content
In the Netherlands there is diversity in ideas about what it means to live a good life. These ideas range from strict religious views to agnostic and materialistic or hedonistic views on life. In this course we discuss the way in which education can best contribute to children’s development of a conception of the good life. What is the role and position of parents? How can schools contribute?
We begin with an exploration of the concept of the good (life) and focus on two interpretations of well-being, i.e. happiness and flourishing. We continue with an exploration of the importance of ideals in living a good life and pay attention to family upbringing and education in schools. The second part of the course focusses on ‘worldview’ and 'religion' in relation to education and schools. We investigate the various possibilities in which schools and the curriculum can be influenced by worldviews.
The course is theoretical in character and will pay attention to philosophical research and arguments. However, it also has an empirical and practical dimension in which we investigate the practical implications of the theoretical explorations.

Form of tuition
Lectures and seminars

Type of assessment
Paper
75% of the assignments for the meetings have to be submitted in time and of sufficient quality

Education and the good life (HP)

Course code	P_HEDGL ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. D.J. de Ruyter
Examinator	prof. dr. D.J. de Ruyter
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
At the end of the course students
• Have insight into:
o ways in which the concept of the good life can be interpreted, with particular attention to happiness and flourishing
o ways in which parents and schools can contribute to the development of children into flourishing persons
o the importance and role of ideals in education
o the danger of ideals for the good life
o the concept 'worldview'
o differences between teaching about and teaching into religion/worldviews
o the way in which public and denominational schools can give form and content to worldview education
o the possible relations between citizenship (education) and worldview (education)
• Are able to analyse the texts and to raise critical questions;
* Are able to apply philosophical and empirical insights to practical cases related to education for the good life
• Are able to develop their own position with regard to the way in which education should contribute to children’s development of a conception of the good life
• Are able to present their views in the meetings
• Are able to write a paper about a topic related to education and the good life

Course content
In the Netherlands there is diversity in ideas about what it means to live a good life. These ideas range from strict religious views to agnostic and materialistic or hedonistic views on life. In this course we discuss the way in which education can best contribute to children’s development of a conception of the good life. What is the role and position of parents? How can schools contribute?
We begin with an exploration of the concept of the good (life) and focus on two interpretations of well-being, i.e. happiness and flourishing. We continue with an exploration of the importance of ideals in living a good life and pay attention to family upbringing and education in schools. The second part of the course focusses on ‘worldview’ and 'religion' in relation to education and schools. We investigate the various possibilities in which schools and the curriculum can be influenced by worldviews.
The course is theoretical in character and will pay attention to philosophical research and arguments. However, it also has an empirical and practical dimension in which we investigate the practical implications of the theoretical explorations.

Form of tuition
Lectures and seminars

Type of assessment
Paper; 75% of assigments must be submitted in time and be of sufficient quality

Target group
This honours course is open to Psychology honours students

Emotie, Cognitie en Gedrag, PM

Course code	P_BEMCOGG ()
Period	Period 5+6
Credits	12.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D.J. Zevalkink
Examinator	dr. D.J. Zevalkink
Teaching staff	dr. T. Olthof, dr. M. Luman, dr. L.M. de Wit, dr. E.M. Sijbrandij, dr. D.J. Zevalkink, dr. J. Maas
Teaching method(s)	Lecture, Study Group
Level	200

Course objective
You learn to view emotion, cognition and behavior from a clinical, neuropsychological and developmental psychological perspective and apply this knowledge during practical exercises in which you learn to recognise normal and problematic development.

Course content
This course studies emotion, cognition and behaviour from a clinical, neuropsychological and developmental perspective. At the end of the course you can explain how psychological (dys)function is explained by (disorders in) emotion, cognition and behaviour and will have learnt to be more attentative to these factors during practical exercises in the working groups. We assume that psychological dysfunctions arise through interaction between risk factors (eg low socioeconomic status), vulnerability of the person (eg brain injury) and protective factors (eg safe attachment). Attention is given to current theories and models regarding emotion, cognition and behaviour, including the neural development. To study the development of emotion, cognition and behaviour, different stages of life will be addressed, including early childhood, adolescence and adulthood.
For each stage of life an overview is presented of the important risk factors, vulnerabilities and protective factors that contribute to the development of 'normal' and 'abnormal' behavior. In the work groups students practise skills that build on previous skills regarding discussion and interviewing techniques and prepare for clinical skills in the third year of the bachelor.

Form of tuition
Lectures, work groups, assignment

Type of assessment
The course is completed with a pass the following requirements have been met:
- assignment in the exam week of period 5;
- exam (multiple choice questions) in the examination week of period 6;
- attendance requirement for the working groups

The final grade is determined by the assignment grade (1/3) and the exam grade (2/3). Compensation of grades is possible, as long as the individual grades are 4.0 or above.
If either grade is below 4.0, the student needs to take the resit.

The partial results are valid only in the academic year in which the results have been achieved.

Course reading
See Canvas

Registration procedure
Students need to enroll themselves by singing in for the course, lectures and exam via VUnet. Students cannot sing up for the work groups, this is done by the course administration.
NB. Course registration is only possible after the preminor inofrmation session.

Remarks
The assignment is coordinated by Dr. L. de Wit (l.m.de.wit@vu.nl), the lecutes, tutor groups and exam are coordinated by Dr. J. Zevalkink (d.j.zevalkink@vu.nl).

Emotion and Social Cognition

Course code	P_BEMSCOG ()
Period	Period 4
Credits	6.0
Language of tuition	English
Coordinator	dr. A.J.M. Denkers
Examinator	dr. A.J.M. Denkers
Teaching staff	dr. K. Mortier, dr. A.J.M. Denkers
Teaching method(s)	Lecture
Level	300

Course objective
Social cognition investigates the dynamics of people's thoughts, flings, and behaviors as they occur in everyday social situations. Some of the key questions in social cognition research are:

- How do people infer traits from the behavior of others?
- How do various kinds of stereotypes and prejudice influence our judgments of and behavior towards others? What role does language play in communicating stereotypes?
- Which factors shape how we think and feel about ourselves?
- What is the influence of the unconscious in our everyday judgments and decisions?

Social cognition thus challenges us to reassess our intuitions and preconceptions about our own and others' behavior.

Course content
This course is about how we think (cognition) and feel (emotion) about others. The course consists of lectures and students will perform a study with their
workgroup. Each workgroup consists of four persons. Workgroups will be given a recent target article in the area of social cognition from the lecturer. They will design an experiment and present this proposal to the other students. After receiving and correcting the feedback, students will perform the experiment.
Workgroups then present and discuss the results they obtained from their study. This course has the following learning goals:

- To be able to describe and understand the most important topics and approaches in the field of Social Cognition.
- To be able to think critically about design of experiments.
- To be able to explain results from a study and link these results to theory.
- To be able to construct and provide scientific arguments when discussing research findings.

Form of tuition
- Lectures
- Workgroup meetings
- Perform research study with workgroup
- Workgroup papers and presentations of the research
- Workgroup meetings with lecturer

Type of assessment
- The final grade for this course is composed of an exam grade, which accounts for 70%, and a grade for the workgroup project, which counts for 30%. To pass the course students need to have a 6 or higher for the exam and a 6 or higher for the workgroup assignment.
- For the exam, students have to study the complete book, the lecture material, research articles and the material discussed by their own workgroup. The exam will contain 40 multiple choice questions (a,b,c,d), which accounts for 60% of the exam grade, and will contain 4 open-ended questions, which will account for 40% of the exam grade. The exam questions will be in English, but students may answer in Dutch or English.
- The lecturer will give feedback on the research proposals and presentations and will grade them. The grade for the workgroup project will also takes into account the quality of the experiment.
- Papers and presentations have to be in English and everybody has to present a part.
- Partial grades for the workgroups and for the exam obtained in the academic year of 2016-2017 remain valid in the current academic year of 2017-2018.

Course reading
• Fiske, S. T., & Taylor, S. E. (2017). Social cognition: From brains to culture (3rd edition). Sage.
• Several scientific articles as a theoretical background for the students’ workgroup presentations.

Recommended background knowledge
It is assumed that basic concepts of Social Psychology (introduced in the first year bachelor program of psychology) are known. It is recommended to have knowledge about performing statistics (such as repeated measures, one-way anova) in SPSS.

Emotion and Social Cognition (HP)

Course code	P_HEMSCOG ()
Period	Period 4
Credits	6.0
Language of tuition	English
Coordinator	dr. K. Mortier
Examinator	dr. K. Mortier
Teaching staff	dr. K. Mortier
Teaching method(s)	Lecture
Level	300

Course objective
Social cognition investigates the dynamics of people's thoughts, flings, and behaviors as they occur in everyday social situations. Some of the key questions in social cognition research are:

- How do people infer traits from the behavior of others?
- How do various kinds of stereotypes and prejudice influence our judgments of and behavior towards others? What role does language play in communicating stereotypes?
- Which factors shape how we think and feel about ourselves?
- What is the influence of the unconscious in our everyday judgments and decisions?

Social cognition thus challenges us to reassess our intuitions and preconceptions about our own and others' behavior.

Course content
This course is about how we think (cognition) and feel (emotion) about others. The course consists of lectures and students will perform a study with their
workgroup. Each workgroup consists of four persons. Workgroups will be given a recent target article in the area of social cognition from the lecturer. They will design an experiment and present this proposal to the other students. After receiving and correcting the feedback, students will perform the experiment.
Workgroups then present and discuss the results they obtained from their study. This course has the following learning goals:

- To be able to describe and understand the most important topics and approaches in the field of Social Cognition.
- To be able to think critically about design of experiments.
- To be able to explain results from a study and link these results to theory.
- To be able to construct and provide scientific arguments when discussing research findings.

Form of tuition
- Lectures
- Workgroup meetings
- Perform research study with workgroup
- Workgroup papers and presentations of the research
- Workgroup meetings with lecturer

Type of assessment
- The final grade for this course is composed of an exam grade, which accounts for 70%, and a grade for the workgroup project, which counts for 30%. To pass the course students need to have a 6 or higher for the exam and a 6 or higher for the workgroup assignment.
- For the exam, students have to study the complete book, the lecture material, research articles and the material discussed by their own workgroup. The exam will contain 40 multiple choice questions (a,b,c,d), which accounts for 60% of the exam grade, and will contain 4 open-ended questions, which will account for 40% of the exam grade. The exam questions will be in English, but students may answer in Dutch or English.
- The lecturer will give feedback on the research proposals and presentations and will grade them. The grade for the workgroup project will also takes into account the quality of the experiment.
- Papers and presentations have to be in English and everybody has to present a part.
- Partial grades for the workgroups and for the exam obtained in the academic year of 2016-2017 remain valid in the current academic year of 2017-2018.

Course reading
• Fiske, S. T., & Taylor, S. E. (2017). Social cognition: From brains to culture (3rd edition). Sage.
• Several scientific articles as a theoretical background for the students' workgroup presentations.

Recommended background knowledge
It is assumed that basic concepts of Social Psychology (introduced in the first year bachelor program of psychology) are known. It is recommended to have knowledge about performing statistics (such as repeated measures, one-way anova) in SPSS.

Environment and Development

Course code	S_ED ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	drs. W.A.M. Tuijp
Examinator	drs. W.A.M. Tuijp
Teaching staff	drs. S.L. Di Prima MSc, drs. W.A.M. Tuijp
Teaching method(s)	Lecture
Level	200

Course objective
This course aims to help the student to examine and critically reflect on the relationships between economic and social development, and the environment.

Course content
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 appreciat 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.

Form of tuition
Lectures, group discussions and tutorials.

Type of assessment
Group presentations (40%) and exam (60%).

Course reading
Clapp, J., & Dauvergne, P. (2011) Paths to a Green World: the political economy of the global environment. 2nd edition. Cambridge: MIT Press.

Additional literature to be announced in the course manual (see CANVAS).

Target group
Students in the Minor Development Studies;
Students in the Minor Development and Global Challenges;
Open as an elective course for Exchange students;
Open as an elective course for VU students.

Remarks
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!"

e-Testing

Course code	P_BETSTNG ()
Credits	3.0
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. S.A. Los
Examinator	dr. S.A. Los
Teaching method(s)	Training
Level	100

E-testing and Big Data

Course code	P_BETBDAT ()
Period	Period 3
Credits	3.0
Language of tuition	Bilingual
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D. van t Ent
Examinator	dr. D. van t Ent
Teaching method(s)	Practical, Lecture
Level	100

Course objective
To acquire scientific research skills and gain insight into the benefits of acquiring and analysing “Big data” in the fields of Cognitive and Biological Psychology. Principally: (1) formulation of a research hypothesis in an experiment with large data volume; (2) processing and analysing the data; (3) writing a research report (4) presenting the results.

Course content
In modern science, due to growing digitisation in society, increased international collaboration, data sharing and technological advances, there is a vast increase in the volume and complexity of data sets that are analysed. Nowadays, one social media experiment, brain imaging study or DNA sequencing operation easily encompasses terabytes of information. Large data volumes, commonly referred to as “Big data”, have many advantages (more information, increased statistical power, mining for previously unknown relations) but come with the need for special strategies and approaches both to manage the data (transfer, storage, updating and sharing) and process and analyse the data (cleaning, visualization, querying, statistics, mining). In addition concepts such as ethics and information privacy need to be considered. In this course large data sets from experiments in cognitive and/or biological psychology are the central theme. In the individual tutor meetings the students run through the following steps (1); obtaining and examination of the datasets and drawing-up hypothesis based on classical methods of Cognitive/Biological psychology; (2) preparing the data for analysis; (3) performing statistical test and interpreting the outcome; (5) preparing a Powerpoint presentation and presenting the results at a mini-symposium.

Form of tuition

One lecture, tutor groups, assignments.

Type of assessment
Report,
Presentation at a mini-symposium,
Assignments

Attending the tutor groups is obligatory.

Course reading
Syllabus (pdf format) with phased description of all tutorial assignments.
Additional literature (TBA).

Registration procedure
Students cannot sign up for this course through VUnet. They are registered by the study administration.

Remarks
This course is coordinated by Dr. Dennis van 't Ent.

Ethics I

Course code	W_BA_ETH1 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. P. Robichaud
Examinator	dr. P. Robichaud
Teaching staff	dr. P. Robichaud
Teaching method(s)	Lecture, Seminar
Level	100

Course objective
-Develop a basic understanding of the most important theories in moral philosophy—this includes normative ethics and metaethics.
-Understand the relative strengths and weaknesses of distinct theories.
-Learn how to use concepts and insights from various theories in normative ethics to analyze contemporary moral problems
-Learn how to argue for a particular position in applied ethics debate.

Course content
Ethics is a branch of philosophy that focuses on questions such as “In virtue of what are actions right or wrong (morally obligatory, morally permissible, or morally impermissible)?”, “What makes a certain state of affairs good or bad?”, and “What constitutes a good life?”. In this course we will critically explore different theories that offer answers to these questions. These theories include consequentialism, deontology, virtue ethics, care ethics, and contract theory. We will also spend time examining how these ethical theories apply to contemporary moral issues, such as abortion, animal welfare, famine relief, and human enhancement.

Form of tuition

Lectures and workgroups

Type of assessment
Written exams (60%); Writing assignments (20%); Group Debate (20%)

Course reading
• Russ Shafer-Landau, The Fundamentals of Ethics (3rd edition), Oxford: Oxford University Press, 2015
• Readings in Canvas

Target group
First year philosophy BA, philosophy premaster, philosophy minor.

Remarks
This is a required first year course. It serves as a pre-requisite for the second year course Ethics II.

Ethics of Algorithms

Course code	E_MM_ETHA ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. ir. M. van Otterlo
Examinator	dr. ir. M. van Otterlo
Teaching method(s)	Lecture, Seminar

Course objective
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.

Course content
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.

Form of tuition
Lectures and (interactive) literature discussions.

Type of assessment
Individual essay, team design project, active participation in group sessions, and a digital exam.

Course reading
Various articles that will be made available through Canvas.

EU Governance in an International Context

Course code	S_EUGIC ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	H.L.M. Muehlenhoff
Examinator	H.L.M. Muehlenhoff
Teaching staff	H.L.M. Muehlenhoff, H. Mercenier
Teaching method(s)	Lecture, Study-group
Level	300

Course objective
- Gain a basic knowledge of the history of European integration, of the institutional structure of the European Union, and of the key issues in the most important policy fields.
- Introduction to the key approaches to European integration and their application to an understanding of the history and contemporary themes of European Union politics and governance.
- Gain insight into how the European Union affects domestic politics, whilst at the same time being situated in a global context.

Course content
The European Union has an ever growing influence on political decision-making and policy-making in Europe and its nation-states. This course introduces students to the way the EU operates, its institutional architecture, its history, and its modes of decision-making. The course highlights how EU decision-making affects domestic politics, whilst it is at the same time situated in a broader, international context. Besides attention for the main characteristics of EU decision-making, the course familiarizes students with key theories of European integration (more intergovernmental versus more supranational approaches) and with the interaction between different levels of governance (Multilevel Governance, Europeanisation). These insights are applied in a number of selected policy domains that touch both upon the EU's internal politics (e.g. competition, agriculture, environmental policy) as well as upon its engagement in the global realm (e.g. military interventions).

Type of assessment
Exam and written assignment.

Course reading
M. Cini & N. Pérez-Solórzano Borragán (eds.) (2016), European Union Politics. Fourth Edition, Oxford: Oxford University Press
+ articles.

Target group
2nd year Bachelor students Politicologie and Bestuur & Organisatie (Afstudeerrichting Bestuurswetenschappen); Exchange students.

Registration procedure
In this course you can not enroll yourself for the tutorials, but you will be assigned by the course coordinator. At the latest in the first week of the course you will find to which tutorial you are assigned in your personal schedule in VUnet.
Note: You do have to register for the course, with the corresponding parts!

Evolutionary Psychology

Course code	P_BEVOLPS ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. M. van Vugt
Examinator	prof. M. van Vugt
Teaching staff	prof. M. van Vugt, mr. G.F.P.V. Palomo Velez
Teaching method(s)	Lecture
Level	300

Course objective
The course will introduce students to the main concepts, theories and studies in the growing discipline of Evolutionary Psychology. The goal is to give students insight into topics central in Psychology from an

Evolutionary point of view. Central in this course is whether certain behaviors could be the results of an evolved adaptation to solve problems that our ancestors faced. Possible costs and benefits of these suspected adaptations will then be discussed. During the course we will provide some insights into the following questions:

- Why do we have such big brains?
- Why do men want to have sex sooner than women?
- Why do we help others?
- Why do we make war?

Course content
This course shows students how to explain human behavior from an evolutionary perspective. During the course we will use this perspective to explain sexuality, cooperation, parenting, aggression, and cognition. The course consists of lectures and students will also do several assignments to practice evolutionary theorizing.

Form of tuition
Lectures and assignments.

Type of assessment
Exam with 60 multiple choice questions (80% of grade) and two open-ended questions (20% of grade). The assignments may also count for a small percentage of the final grade.

Course reading
Buss, D. M. (2014). Evolutionary Psychology: The New Science of the Mind (fifth edition). US: Pearson Education.

Evolutionary Psychology (Honours Programme)

Course code	P_HEVOLPS ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. M. van Vugt
Examinator	prof. M. van Vugt
Teaching staff	prof. M. van Vugt
Teaching method(s)	Lecture

Food and Quality of Life

Course code	E_MG_FQL ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. D.R. Essink
Examinator	dr. D.R. Essink
Teaching method(s)	Lecture, Study Group, Practical, Computer lab

Level	200

Course objective
• Be familiar with main concepts of nutrition science relevant for FNS analysis
• Understand what a healthy diet is
• Understand the relation between diets and quality of life outcomes: physical, mental and social
• Understand (behavioural/environmental reasons for food choices
• Understand differences in food intake/outcome between social groups
• Be able to collect and analyze data regarding food intake and outcomes
• Be able to critically reflect and communicate on contemporaneous FNS quality of life issues, such as the ‘balanced diet’

Course content
Food and nutrition security are quintessential to quality of life. This course introduces basic health and nutrition science principles to zoom in on the effect of food on individual wellbeing: a balanced diet can contribute to prevent diseases and improve cure rates, improve productivity and nutrition is an important aspect of social relations and wellbeing. The course starts by understanding the composition of nutrition (e.g. what are macro/micro nutrients) and the basic metabolism processes in the body. Thereafter we relate food intake to the concept of a healthy diet and quality nutrition. This student will learn to conduct research into food intake (food frequency questionnaires / 24 hour recalls/food diaries). Thereafter we will relate the food intake to specific health outcomes and conduct basic quantitative analysis into these. The emphasis is on outcomes in relation to health, here we will go into basic measurements such as BMI, stunting, wasting. We will also assess how food intake will contribute to improved educational attainment and labor productivity. Students will further understand how foods, even those that contribute to ill health, may positively affect individuals social life’s and their quality of life. Lastly we will also explore how individuals make decision in relation to food intake.

Form of tuition
Lectures, workgroups, practicals, peer review

Type of assessment
Exam (60%), assignments (30%), presentation (10%)

Course reading
Book chapters, articles, lectures and other literature made available on Canvas

Entry requirements
The minor is designed for students from all disciplines. The interdisciplinary nature of the minor broadens the ‘more disciplinary’ perspective taught to students in the major.

Recommended background knowledge
Preferably studetns either have followed the first two courses of the minor or have Insights into nutrition sciences and basic statistical skills

Target group
The main target population is all third year VU bachelor students. Students outside the VU will also be targeted, such as at UvA. Because

the minor is interdisciplinary, the minor should also be of interest for economics and health sciences students. We specifically aim for a diverse group as we strongly believe that interdisciplinary research is best taught through active interaction between students from different disciplinary backgrounds.

Remarks
Food and nutrition security are quintessential to quality of life. This course introduces basic health and nutrition science principles to zoom in on the effect of food on individual wellbeing: a balanced diet can contribute to prevent diseases and improve cure rates, improve productivity and nutrition is an important aspect of social relations and wellbeing.

Foundations of Business Administration

Course code	E_MB_FBA ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. V. Duplat
Examinator	dr. V. Duplat
Teaching method(s)	Lecture, Study Group
Level	100

Course objective
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

Course content
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!

Form of tuition
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.

Type of assessment
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.

Course reading
- 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 Canvas.

Foundations of Microeconomics

Course code	E_ME_FM ()
Period	Period 1
Credits	6.0

Language of tuition	English
Faculty	School of Business and Economics
Coordinator	prof. dr. P.A. Gautier
Examinator	prof. dr. P.A. Gautier
Teaching method(s)	Lecture, Study Group
Level	100

Course objective
This course introduces you to modern microeconomics. At the end of the course you:
(1) can abstract from irrelevant details.
(2) can apply economic concepts and theory to analyze concrete problems;
(3) are able to interpret economic news.

Course content
Topics to be discussed are:
• Consumers, sellers and Incentives;
• Perfect competition, Trade;
• Externalities and public goods;
• Labor market/ human capital/unemployment;
• Economics of Information;
• Game theory/ Auctions;
• Socio/behavior economics.

Form of tuition
Lectures and working groups

Type of assessment
Grade is average of problem sets (30 %) and written examination (70%), with written exam grade of at least 5.0.

Course reading
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.

Entry requirements
Basic knowledge of math and statistics, as provided in the academic core of any academic program at the Vrije Universiteit Amsterdam or equivalent.

From Cell to Society

Course code	W_FCTS ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. P. Verdonk
Examinator	dr. P. Verdonk
Teaching staff	dr. P. Verdonk
Teaching method(s)	Lecture, Practical, Study-group
Level	300

Course objective
Overall aims of the course (scientific and clinical):
Aim of the course is to offer an in-depth overview of sex/gender and diversity aspects in medicine from cell to society, to provide an overview of sex/gender and diversity and their implications across a wide range of disciplines (e.g. basic science, pharmacology, cardiology, mental health, social medicine) and health conditions. The students practice a critical approach to existing evidence and learn the tools to apply this knowledge to medical practice. Professional development specifically aims towards the integration of learning pathways in particular: development of reflexivity, ethics (social justice), academic development (critical analysis), patient safety (drug development), professional communication.

Learning goals: after the course students are able to
- Describe the meaning of sex/gender and other aspects of diversity for health and illness
- Explain the role of sex/gender and other aspects of diversity for diagnose and therapy and present examples
- Describe and explain the role of diversity in major health issues such as coronary heart disease and lifestyle and mental health problems and apply this knowledge to patient cases
- Describe theoretical developments and concepts in the field of gender and diversity medicine including cultural competence, bias, gender awareness, diversity
- Explain the intersections of aspects of diversity in health and illness (intersectionality perspective)
- Recognize and explain gender and diversity bias in research and practice and its consequences for clinical practice
- Apply a gender and diversity lens to academic papers, research proposals, presentations

Course content
General background
Health disparities and inequalities exist between men and women across (socio)cultural backgrounds, class, sexual orientation, abilities and age (intersectionality framework). To date, a sex/gender and diversity perspective is insufficiently incorporated in research from fundamental research to drug trials and in medical practice. Understanding the antecedents of differences and inequalities and their connections to biological and social processes is important to improve quality of health and health care for both women and men across their intersections. In this course, we will give an in-depth overview of the relevance for clinical practice of these issues across a number of disciplines and health conditions . In week 1, we address sex (biological) differences in basic sciences (e.g. clinical conditions, coronary heart disease) and musculoskeletal diseases and we address sex/gender and research, including women’s exclusion from drug trials. In week 2, we address how gender (sociocultural aspects) and cultural background are related to public health issues in particular lifestyle, cardiology and we discuss sex/gender and ethnicity in pharmacological treatment. In week 3, we will focus on gender and class (incl. poverty and education) in relation to mental health particularly depression and stress. In week 4, we focus on the intersections between sex/gender, sexual orientation, and cultural/religious background and how they relate to health and health care.

Form of tuition
Lectures and small group practicals

Type of assessment
- Presentation of an article from the literature list
- Writing a paper on gender and diversity in medicine, topic of choice
- Final examination (open book, open questions)

Course reading
Articles. A full literature overview will be placed on Canvas

Entry requirements
Students have to fulfill the requirements of participation in a VUmc School of Medicine minor Bacheloryear 3

Target group
All students with an interest in gender and diversity in medicine from an intersectional perspective

General History

Course code	L_GABAALG013 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. S.W. Verstegen
Examinator	dr. S.W. Verstegen
Teaching staff	dr. S.W. Verstegen
Teaching method(s)	Lecture
Level	100

Course objective
Knowledge and insight in the development of world history and civilizations from antiquity to the present day from a cultural, religious, political, economic and social perspectives. Acquire basic knowledge necessary for a better understanding of the historical background of different civilizations and their interacting.

Course content
The course 'general history offers a brief orientation in global history, its general trends from the Antiquity to the present, and its current methods and historiography. The course focuses on the main trends in the history of civilzations all over the world and deliberatedly avoids an European centred world view. Working from the heritage available in Dutch museums the lectures illucidates what we know and what we don't know of our common past. We approach world history by looking at the world of Antiquity, world religions, cultural and scientific history, political, social and economic history and world history from a anthropological perspective.

Form of tuition
Lectures in the English language.

Type of assessment
Assignments and final exam. Class participation is mandatory (80%).

Course reading
Eric Vanhaute, World History. An introduction (Londen, 2012).

Entry requirements
First year completed.

Target group
This minor is open to third year BA students from all disciplines.

Remarks
This course is the first course in the minor History. It offers an introduction to the minor and to the study of world history.

Genetic and Environmental Interaction

Course code	P_BSAGEOM ()
Period	Period 4
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. M. Bartels
Examinator	prof. dr. M. Bartels
Teaching staff	prof. dr. A.H.M. Willemsen, prof. dr. M. Bartels
Teaching method(s)	Lecture, Study Group
Level	200

Course objective
To gain an understanding of the importance and current state of affairs of behavioral and human genetics and the applications in psychology and psychiatry.

Course content
During this course the importance of genetic and environmental interaction for behavior and disease is discussed. An overview of the state of affairs regarding the genetics of behavior and psychiatric disorders is provided. Attention is given to the implications for the different fields of psychology, such as developmental psychology, social psychology and clinical psychology. The different types of human genomic research such as epigenetics and association research are presented.

Form of tuition
Lectures and tutor groups
Contact hours: 168 (14 lecture, 7 tutor group, 3 exam, 142 self-study)

Type of assessment
- Exam (multiple-choice).
- Attendance requirement for tutor groups.

Course reading
Behavioral Genetics. Editors Knopik, Neiderhiser, DeFries, and Plomin, 7th edition. Worth publishers

Registration procedure
Students need to sign in for the course, lectures, tutor group and exam via VUnet.

Remarks
This course will be available in English in 2018-2019.

Global English

Course code	L_ETBAETK209 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. L.M. Rupp
Examinator	dr. L.M. Rupp
Teaching staff	drs. E. Akkerman, dr. L.M. Rupp
Teaching method(s)	Seminar, Lecture
Level	200

Course objective
Knowledge
You are able to describe the salient features of major varieties of English, and the way in which these varieties have evolved. You are able to describe theories of language variation and change, language acquisition, and language and identity, as well as methods in teaching English as a second or foreign language/lingua franca. Your are able to describe the use of corpus analysis as an empirical method for linguistic research. You are also able to name and describe some of the most important corpora that can be used for research in the area of Global English and research in the area of English linguistics more broadly.

Skills
You are able to apply this knowledge in analyses of concrete situations of the globalization of English, for instance English language-teaching or language policy-making in the domains of education, government and business. You are able to apply corpus linguistic techniques to the analysis of a number of issues in Global English.

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

Communication
You are able to present results of a small linguistic research project of your own on a Wiki page.

Competence
You are able to identify situations in which corpus analysis is useful.

Course content

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

In the seminar, we address issues that have
arisen from the lectures or the reading, and we discuss assignments.

In the practicum you will be introduced to the field of corpus
linguistics
as a research method for analysing linguistic data. You will apply this to the study of Global English.

Form of tuition
Lecture (2 hours per week), seminar (2 hours per week) and practicum (2 hours per week).

Type of assessment
Exam (50%, individual mark) and a Wikipage on a variety of English (50%, group mark).

Course reading
Schneider, E.W. 2001. English Around The World. Cambridge.
Other literature and materials will be made available in class and on Canvas.

Entry requirements
Students must have followed Academic English CIS-L&S Grammar (L_EABAALG103) and Academic English CIS-L&S Writing (L_EABAALG104).
Students Minor English should contact the Education Office of FGW for course registration.

Target group
Second-year students CIW and Literature & Society, third-year minor students, and international students.

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

Global Political Economy

Course code	S_GPE ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. M. Hoijtink

Examinator	dr. M. Hoijtink
Teaching staff	dr. M. Hoijtink
Teaching method(s)	Lecture
Level	300

Course objective
- 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.

Course content
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.

Form of tuition
Lectures.

Type of assessment
Written Exam.

Course reading
Balaam, D.N. and B. Dillman (eds). (2014). Introduction to International Political Economy. Pearson New International Edition (Latest edition). Harlow: Pearson Eduction.

Recommended background knowledge
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.

Target group
Students Bachelor Political Science; Minor Political Science; exchange students

Governance and Regulation of Emerging Technologies

Course code	R_GRET ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	prof. mr. A.R. Lodder
Examinator	prof. mr. A.R. Lodder
Teaching staff	prof. mr. A.R. Lodder
Teaching method(s)	Lecture, Tutorial
Level	200

Course objective
The aim of this course is explore various ways to regulate and govern societal changes caused by new technological developments. After this course the student knows and understands the various regulative and goverance instruments, such as laws, regulation via technology, self-regulation, standardisation, and how and when to apply these to new technologies, including so-called disruptive technologies like Ueber, whole genome sequencing, Airbnb, block chain technology.

Course content
This introductory course of the Minor Technology, Law and Ethics offers an introduction into and overview of ways technology can be regulated. Important general concepts to be discussed are the economy (market powers), the law (regulation and case law), social conventions and ethics, and the architecture (e.g. the software). Basically three angles can be used to approach a technological development:
1. The Possible: what is technically feasible? (Technology)
2. The Desirable: do we like it, do we want it? (Ethics)
3. The Permissable: do we allow it? do we permit it? (Law)
For all emerging technologies we have to think about these three questions. The answers can roughly be categorized as:
White: It is possible, desirable, and permissable.
Grey: It is possible and permissable, but desirable?
Black: It is impossible, or possible but not permissable.
We will analyze different kinds of emerging technologies, and discuss in what categories we believe they belong (white/grey/black)

Form of tuition
Lectures and tutorials

Type of assessment
Written exam

Course reading
Material will be made available via the electronic learning environment

Target group
Apart from regular students, the course is also available for:
Students from other universities/faculties
Contractor (students who pay for one course)

Governance of Global Sustainability

Course code	AB_1229 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	prof. dr. P.H. Pattberg
Examinator	prof. dr. P.H. Pattberg
Teaching staff	prof. dr. P.H. Pattberg, prof. M. van Vugt
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
After this course students:
1. can explain key concepts from social and behavioral sciences relevant for the study of sustainability;
2. can characterize main modes of governance and behavioral triggers;
3. can explain the role of the social system in socio-environmental systems;
4. are aware of methods to quantify/qualify the state of governance and institutional/organizational change;
5. can identify Strengths, Opportunities, Threats and Weaknesses (SWOT) related to specific transitions strategies.

Course content
How can we govern the transition towards a more sustainable society? What are the mechanisms, interventions and governance approaches that are able to change unsustainable patterns and structures? The course addresses these questions related to people at various levels of aggregation: at the individual and social group level, at the level of organizations (such as the United Nations or the World Trade Organization), and at the level of political institutions (such as the state/government, cities/regions and private/transnational regimes). Our course will consequently survey the existing modes of governance towards behavioral and institutional change: authority, markets and networks. Methods to assess governance and transformative change are addressed and students identify for their specific case studies what strengths, opportunities, weaknesses, and threats are associated to the ‘people dimension’. The course comprises lectures, workshops and a negotiation simulation and is evaluated through written assignment and a written exam.

Type of assessment
The course will be evaluated through
1) an assignment, consisting of a) a presentation (10%) and b) a short student report (1500 words) regarding the governance/behavioral aspects of their topic and associated SWOTs (20%).
2) an exam (70%), which will be composed of multiple choice and open questions.

Course reading
For each week, a selection of articles will be made to be studied in advance. For background reading on the key concepts and empirical issues covered in this class, we will use Encyclopedia of Global Environmental Governance and Policy (edited by P. Pattberg and F. Zelli), Edward Elgar Publishing. There is an affordable paperback version availabel from the VU bookstore. Individual chapters can also be assessed via the VU library's electronic sources.

Recommended background knowledge
Interest in sustainability issues and social questions

Grand Challenges for Sustainability

Course code	E_IBA3_GCS ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. G.C. van der Meijden
Examinator	dr. G.C. van der Meijden
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
Academic skills / Knowledge
• the biophysics behind global environmental problems such as climate change and biodiversity loss;
• the importance of the 17 Sustainable Development Goals (as agreed upon in 2012 by the UN General Assembly) for achieving sustainable development;
• the determinants of economic growth and development;
• why the management of natural resources cannot be left to the free market;
• the role of good governance, both by governments and multinational firms, for achieving sustainable development;
• whether the government can, and, if so, how the government should intervene to obtain sustainable development and how to combat poverty, climate change, biodiversity loss, and resource depletion;
• the role of cities, in which more than half of the world population currently lives, for achieving sustainable development

Research skills / Quantitative skills
After successfully completing this course, you are able to explain:
• will be acquainted with theoretical and empirical methods necessary to study economic growth, the effects of market failures, the optimal management of natural resources, the potentially adverse effects of resource abundance, and the effects of different policy interventions

Bridging theory and practice
• you can explain how the management of renewable natural resources, such as fisheries, works in practice (through the experiences you have gained from a game you have played an interactive in-class setting)

Social skills
After successfully completing this course, you able to
• present and actively discuss themes relevant to this course

Broadening your horizon
After successfully completing this course, you able to explain
• the interactions of the world economy, global society, and the natural environment that are important for sustainable development;
• why sustainable development calls for socially inclusive and environmentally sustainable economic growth.

Course content
Sustainable development is the central challenge of our days. Currently, the Earth is inhabited by 7.2 billion people (9 times more than at the start of the Industrial Revolution in the 18th century) who together produce more than 90 billion US dollars of output (200 times more than at the start of the Industrial Revolution). Both population and output are projected to keep on growing during the next decades. Furthermore, our world is increasingly interconnected through trade, migration, technology diffusion, knowledge flows, and social networks. As a result, human influence on the Earth's physical processes has been increasing. Nowadays, in the Anthropocene, human activity is even deemed to be the dominant influence on the Earth's climate and natural environment. Although two decades of economic development have brought widespread prosperity, more than a billion people are still living in extreme poverty. Moreover, by crossing planetary boundaries human activities may plunge the world into a gigantic environmental crisis caused by climate change and biodiversity loss. In order to eradicate poverty and to prevent environmental catastrophes, a transition needs to me made from the business as usual (BAU) to a sustainable development (SD) path. Making this transition requires good governance, not only by governments, but also by citizens and businesses. The objective of this course is to characterize a path of sustainable development and to identify the Grand Challenges that the world faces in making the transition from BAU to the SD path.

The course is organized around the Sustainable Development Goals as adopted by the UN in 2015. The first week will start with a general introduction that sketches several important sustainability issues, illustrated by empirical evidence. During the course, we pay attention to the scientific as well as to the economic and societal dimensions of the identified challenges for sustainability. Furthermore, both the positive or analytical side (i.e., how to make sense of the interactions of the economy, society and the environment?) and the normative or ethical side (i.e., what should be the objectives of a well-functioning society?) of sustainable development will be discussed during the course. The topics that will be dealt with during the course are:
1. Growth and development: capital accumulation and technological change;
2. Ending global poverty, education, and health;
3. Management of natural resources and planetary boundaries;
4. Climate change: climate science and environmental policies;
5. Biodiversity and land-use change; 6. Global governance and resilient cities.

Form of tuition
Lectures (with interactive elements)
Tutorials (including presentation and discussion sessions)
MOOC (to prepare at home for the lectures and tutorials)

Type of assessment
Written exam – Individual assessment
Interim Assignments – Group assessment

Course reading
Sachs, Jeffrey D., The Age of Sustainable Development, 2015, Columbia University Press, New York.
Collection of articles.

Recommended background knowledge
Microeconomics

Group Dynamics

Course code	P_BGRDYNA ()
Period	Period 3
Credits	6.0
Language of tuition	English
Coordinator	drs. B.M. Armenta Gutierrez MSc
Examinator	drs. B.M. Armenta Gutierrez MSc
Teaching staff	drs. B.M. Armenta Gutierrez MSc
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
- To familiarize students with key theories, concepts, and research in group dynamics
- To familiarize students with the main research methods for studying group dynamics
- To apply knowledge from social, organizational and evolutionary psychology to the study of group dynamics
- To analyze group and team dynamics in real-life from a psychological perspective.

Course content
This course offers an introduction into group dynamics from a joint social, organizational, and evolutionary psychology perspective. We analyze and discuss important themes in group dynamics such as group formation, conflict and cooperation, power and leadership, social identity, conformity and obedience, group performance and decision-making, prejudice and intergroup relations. We draw on theory and research from social psychology, neuroscience, organizational and biological sciences to investigate why humans form groups and how group dynamics affect individual and social functioning. The course uses examples
from group dynamics in a variety of domains such as business, sports, politics,
education, and religion to address such questions as "Are humans basically selfish?" "Do cohesive groups perform better" "Does power corrupt?" "Are there differences between men and women in group behavior?" "How to start a collective", and "Do groups tend to behave in more extreme ways than individuals would do on their own?"

Type of assessment
A written examination, containing a mixture of multiple choice and open ended questions, and a set of mini assignments challenging the student to apply their theoretical knowledge about group dynamics to the real world.

Course reading
- Forsyth, D. (2013). Group Dynamics. 6th Edition, International edition. Cengage Learning.
- Supplementary readings such as journal articles and book chapters.

Remarks
Lectures are in English. Exams and papers are in English, but it is possible to answer the open exam questions in either English or Dutch.

Group Dynamics (Honours Programme)

Course code	P_HGRPDYN (988008)
Period	Period 3
Credits	6.0
Language of tuition	English
Coordinator	drs. B.M. Armenta Gutierrez MSc
Examinator	drs. B.M. Armenta Gutierrez MSc
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
- To familiarize students with key theories, concepts, and research in group dynamics
- To familiarize students with the main research methods for studying group dynamics
- To apply knowledge from social, organizational and evolutionary psychology to the study of group dynamics
- To analyze group and team dynamics in real-life from a psychological perspective.

Course content
This course offers an introduction into group dynamics from a joint social, organizational, and evolutionary psychology perspective. We analyze and discuss important themes in group dynamics such as conflict and cooperation, power and leadership, social identity, conformity and obedience, group performance and decision-making, prejudice and intergroup relations. We draw on theory and research from social psychology, neuroscience, organizational and biological sciences to investigate why humans form groups and how group dynamics affect individual and social functioning. The course uses examples from group dynamics in a variety of domains such as business, sports, politics, education, and religion to address such questions as “Are humans basically selfish?” “Do cohesive groups perform better” “Does power corrupt?”and “Are there differences between men and women in group behavior?”.

Type of assessment
A written examination, containing a mixture of multiple choice and open end questions.

Course reading
- Forsyth, D. (2013). Group Dynamics. 6th Edition, International edition. Cengage Learning.
- Supplementary readings such as journal articles and book chapters.

Remarks
Lectures are in English. Exams and papers, both in Dutch and English.

Hadith Studies

Course code	G_HADITHW ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Godgeleerdheid
Coordinator	dr. Y. Ellethy
Examinator	dr. Y. Ellethy
Teaching staff	dr. Y. Ellethy
Teaching method(s)	Lecture
Level	300

Human Resource Development

Course code	P_BHRDEVE ()
Period	Period 5
Credits	6.0
Language of tuition	English
Coordinator	dr. F.H. Gerpott
Examinator	dr. F.H. Gerpott
Teaching staff	dr. F.H. Gerpott
Teaching method(s)	Lecture
Level	300

Course objective
Students will achieve a fundamental understanding of human resource development (HRD) practices in contemporary organizations. Specific applications of HR development highlighted in this course include evaluation frameworks and practices, employee wellbeing and retainment, individual career coaching, and the role of HRD in organizational change processes. Finally, a basic understanding of designing, implementing, and scientifically evaluating training interventions will be conveyed.

Course content
Different approaches to HR development can be captured and integrated from an open systems perspective of organizations. This perspective views employees as the constituting elements of teams and departments, which in turn form the organization. From this perspective, developing employees' skills and fostering their talents becomes essential for initiating and maintaining organizational change.
Students will learn about recent trends in HR development, evidence-

based practices and approaches to HR development in contemporary organizations, and the state of the art in evaluation research for testing and establishing the efficiency of HR development measures. On this basis, students will acquire a basic understanding of the factors that drive successful training design, implementation, and evaluation in organizations. A blend of lectures, discussions, case studies, practical examples, and team presentations will promote this understanding.

Form of tuition
Lectures, case studies, and team presentations aimed at applying and transferring knowledge about HRD research and practice.

Type of assessment
Students are expected to actively participate in team exercises, including small field studies, case studies, and team presentations in class. All team presentations and accompanying written summaries will be graded. Attendance during team presentations is strictly mandatory. There will be a written exam (multiple choice) at the end of the class. Both the team presentations and the exam need to pass minimal requirements in order to obtain credits for this class. Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
Warner, J. M., & DeSimone, R. L. (2011). Human resource development (6th ed.). Mason, OH: Southwestern.
Further reading will be announced at the beginning of the class.

Human Resource Development (Hounours Programme)

Course code	P_HHRDEVE ()
Period	Period 5
Credits	6.0
Language of tuition	English
Coordinator	dr. F.H. Gerpott
Examinator	dr. F.H. Gerpott
Teaching method(s)	Lecture
Level	300

Course objective
Students will achieve a fundamental understanding of human resource development (HRD) practices in contemporary organizations. Specific applications of HR development highlighted in this course include evaluation frameworks and practices, employee wellbeing and retainment, individual career coaching, and the role of HRD in organizational change processes. Finally, a basic understanding of designing, implementing, and scientifically evaluating training interventions will be conveyed.

Course content
Different approaches to HR development can be captured and integrated from an open systems perspective of organizations. This perspective views employees as the constituting elements of teams and departments, which in turn form the organization. From this perspective, developing employees' skills and fostering their talents becomes essential for initiating and maintaining organizational change.

Students will learn about recent trends in HR development, evidence-based practices and approaches to HR development in contemporary organizations, and the state of the art in evaluation research for testing and establishing the efficiency of HR development measures. On this basis, students will acquire a basic understanding of the factors that drive successful training design, implementation, and evaluation in organizations. A blend of lectures, discussions, case studies, practical examples, and team presentations will promote this understanding.

Form of tuition
Lectures, case studies, and team presentations aimed at applying and transferring knowledge about HRD research and practice.

Type of assessment
Students are expected to actively participate in team exercises, including small field studies, case studies, and team presentations in class. All team presentations and accompanying written summaries will be graded. Attendance during team presentations is strictly mandatory.
There will be a written exam (multiple choice) at the end of the class.
Both the team presentations and the exam need to pass minimal requirements in order to obtain credits for this class.
Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
Warner, J. M., & DeSimone, R. L. (2011). Human resource development (6th ed.). Mason, OH: Southwestern.
Further reading will be announced at the beginning of the class.

Human Resource Management

Course code	P_BHRMANA (813034)
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Coordinator	dr. K.W. Wawoe
Examinator	dr. K.W. Wawoe
Teaching staff	dr. K.W. Wawoe
Teaching method(s)	Lecture
Level	300

Course objective
- To introduce the Human Resource Management field or work;
- To gain insight into various applications in practice;
- To apply knowledge and insight into realistic practical situations.

Course content
This focus of this course is the practical application of occupational and organisational psychology by HRM advisers and personnel departments. Via a series of capita selecta meetings the individual HRM models and activities are discussed in depth, especially regarding staff movement (influx and outflow), and are linked together.
The following topics are discussed in the course: views about personnel and organization, overview of the key tasks within HRM, the position of the HRM adviser, personnel planning, job analysis, competence

management, recruitment and selection, recruimtnet and selection, assessment centers, employability, job motivation, assessment and reward, career planning, outplacement and dismissal.

Form of tuition
Lectures, including guest lectures

Type of assessment
Exam: open questions (40%) and multiple choice (60%).

Course reading
Stratigic Human Resource Management, a balanced approach, by Paul Boselie.

Human Rights and Citizenship

Course code	R_HumRC (200995)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	mr. dr. M.C. Stronks
Examinator	mr. dr. M.C. Stronks
Teaching staff	mr. dr. M.C. Stronks, dr. P. Cuttitta
Teaching method(s)	Tutorial
Level	300

Course objective
After successfully taking this course you 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 analyse the assimilationist shift of mandatory integration measures;
• Scrutinize the temporal dimension of citizenship and the assumed relation between the migrant, the citizen and time;
• Thoroughly scrutinise the reading material and being able to engage with the literature in essays.
• Formulate your own opinion on the central issues of this course, well-informed by the literature and case-law.

Course content
What and who is a citizen? How does a migrant become a citizen? Which rights do migrants have? And how do these rights develop over time? These are seemingly simple questions, but upon close scrutiny the relation between the citizen and an alien appears to be rather puzzling. Migrants might for example enjoy all kinds of civil rights, while certain citizens might 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.

Form of tuition
Weekly lectures, obligatory weekly assignments.

Type of assessment
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.

Course reading
Will be announced on Canvas.

Target group
Apart from law students of 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 the Border

Course code	R_HumRB (200996)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	mr. dr. E.R. Brouwer
Examinator	mr. dr. E.R. Brouwer
Teaching staff	mr. dr. E.R. Brouwer
Teaching method(s)	Tutorial
Level	200

Course objective
The course aims at increasing your knowledge of the law concerning borders and your understanding of the changing meanings of borders. In particular, you will broaden your knowledge of the different categories of ‘migrants’ created by the law and the attaching differences with regard to the right to cross borders and the sanctioning of illegal border crossing. You will be able to identify relevant domestic, European and international law and to deal with conflicts among them. You will improve your ability to critically reflect on legislation, case-law, and practice concerning borders.

Course content
The operation of borders and border control in practice may differ greatly from how it may be understood to operate in theory. In this course, the knowledge of the law on borders will be connected to societal reality. In the course Human Rights and the Borders, you will learn to connect knowledge of the law on borders to societal reality. 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, the role of private actors, and the use of technologies at the borders. The precise content of the course will be announced on Canvas.

Form of tuition
The course contains of 7 lectures, each lecture is given twice a week. During the course excursions may take place, enabling students to learn how borders work in practice.

Type of assessment
The course will be concluded with an examination: a written exam which counts for 75%, and an oral presentation which counts for 25% of the final mark.

Course reading
Will be announced on Canvas.

Target group
This course is open to students of various disciplines who have completed their first year of their Bachelor program. Includes exchange students.

Remarks
This course is open to students from various disciplines who have completed their first year of their Bachelor program and exchange students.

Identity, Diversity and Inclusion

Course code	S_IDI ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	prof. dr. S. Saharso
Examinator	prof. dr. S. Saharso
Teaching staff	prof. dr. S. Saharso, dr. M.C. de Regt
Teaching method(s)	Lecture
Level	300

Course objective
This course is part of both the bachelor program Sociology and Social and Cultural Anthropology & Development Sociology. Also, this course is part of the Minor Sociology, the Minor Anthropology, the Minor Development and Global Challenges and the Minor Gender and Diversity. Finally, the course is open as an elective for (international) students.

This course is designed to introduce students to the various issues concerning diversity and inclusion in an increasing globalizing world. The course focuses in particular on contemporary issues concerning processes of inclusion and exclusion in the Dutch/European context. The central questions in this course are:

1. How and why are identities based on ethnicity, gender, class and sexuality constructed by both insiders and outsiders?
2. How do (groups within) European/Dutch societies respond to diversity?
3. What are the relevant mechanisms of inclusion or exclusion?
4. How should we contextualize current debates and practices related to

inclusion/exclusion processes in relation to Dutch/European historical developments?

Learning objectives
After having completed this course the student has aquired knowledge and understanding of:
(1) the relevant forms and dimensions of social identities;
(2) theories of identity construction inclusion and exclusion;
(3) the questions, debates and policies on diversity in con-temporary Western societies, and the differences between societies thereof;
(4) the challenges of contemporary developments - such as globalization and individualization- on contemporary forms of diversity.

After having completed this course the student has acquired the competences to:
(5) apply acquired knowledge in the analysis of contemporary forms of diversity.

After having completed this course the student is able to:
(6) take a critical stance in contemporary debates over identity, diversity and inclusion.

Course content
Identity issues have become very prominent in our globalizing world. While migration is often presented as one of the main causes of the increasing emphasis on identity, other developments, such as those related to (cultural) globalization and economic transformations, have had a strong impact as well. In addition to ethnic and religious diversity, gender inequalities, class differences and issues related to sexual diversity have changed The Netherlands, and other European societies. Ethnicity, gender, class and sexuality are markers of identity, but have also become axes of inclusion and exclusion in contemporary European societies.

This course discusses how ethnic and religious diversity intersect with other forms of diversity. While historical constructions of the nation were already gendered, in contemporary discourses on national identity gender (women) and (homo)sexuality have become more prominent as markers of national inclusion and exclusion. Or, as in Europe ethnic diversity largely coincides with class distinctions, how does this affect feelings of belonging and inclusion? Islamophobic rightwing radicalization and Islamic radicalization are studied as possible reactions to experi-enced threats to identity and/or social exclusion. The course will also zoom in on cases of local conflict and on related contemporary debates, such as feminist solidarity in an age of diversity.

Form of tuition
Lecture.

Type of assessment
Digital exam.

Course reading
TBA, a reader including texts by Alba & Foner (2015), Crenshaw (1991) and others.

Target group
Bsc2 SOC, Min SOC, Min SCA Bsc2 CAO, Min G&D, Min D&GC; Exchange

Remarks
This course is part of both the bachelor program Sociology and Social and Cultural Anthropology & Development Sociology. Also, this course is part of the Minor Sociology, the Minor Development and Global Challenges and the Minor Gender and Diversity. Finally, the course is open as an elective for (international) students.

Imagining the Dutch:themes Dutch History

Course code	L_GCBAALG003 ()
Period	Period 1+2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	W.J. de Vries MA
Examinator	W.J. de Vries MA
Teaching staff	M.P. Groten, W.J. de Vries MA
Teaching method(s)	Lecture
Level	200

Course objective
Learn about the characteristics and dilemma's of Dutch national history by discussing chapters from handbooks, articles and lectures.
Improve knowledge of Dutch modern history (writing) in general and more particularly learn about important themes, such as national history, political history, colonial history and different representations of Dutch history and identity in museums and media.
Throughout the course we will discuss these themes in relation to important concepts such as nationalism, democracy, pillarization and (religious) tolerance.
Being able to integrate information of case studies and guest lecturers into the broader scientific framework that is discussed.
Being able to critically review and discuss mandatory literature, used theories, dominant opinions and information on public websites.
Being able to recognize normative thinking in scientific literature and in the work of historians.

Course content
A country of cheese and herring, that experienced an extraordinary Golden Age in the seventeenth century. And a country of tolerance, pillarization and consensus democracy. These are just a few examples of how the Netherlands has been imagined in the past and in recent periods by foreigners and by Dutch citizens themselves. These images tell a story of the Netherlands and are informed by both past and contemporary experiences.
Over the years questions about the true meaning of these images of the Netherlands have been raised. Who are the Dutch? What is 'typically Dutch' about the Dutch from an international perspective? What are the differences between how the Dutch themselves and how foreigners have imagined the Netherlands? And how should we deal with these images from an academic perspective?
The course will offer an introduction on Dutch history that is explicitly related to contemporary debates. The lectures of the course focus on themes in Dutch history and will cover a wide range of topics.

The historical reasons for the extraordinary economic growth and cultural richness of the Netherlands in the 17th century; the development of the Dutch as a maritime nation in the 18th century; the rise of democracy in the 19th and 20th century; recent debates about the colonial past and immigration.
Discussion among students about the content of the lectures and the course literature is part of this course. Students have to read the literature in advance and have to make exercises. The course is finished with a written exam.

Form of tuition
Lectures (two periods every week one lecture)

Type of assessment
Written Exam and assingments

Course reading
To be announced on Canvas.

Target group
Students taking part in program 'Semester in Amsterdam'; International Students; Dutch students interested in Dutch History.

Remarks
This course will be provided two times: in periods 1&2 (L_GCBAALG003) and in periods 4&5 (L_GCBAALG004).

Internet Governance

Course code	R_InternGov (200331)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	mr. T.H.A. Wisman
Examinator	mr. T.H.A. Wisman
Teaching staff	prof. mr. A.R. Lodder, mr. T.H.A. Wisman
Teaching method(s)	Lecture, Study Group
Level	200

Course objective
At the end of this course students:

• Understand the basics of the Internet;
• Understand the challenges posed by the Internet to national regulation;
• Understand and be able to apply the modalities of Lessig;
• Understand and be able to apply the models of Solum;
• Understand what Internet governance is, both in the broad and the narrow sense and explain how they relate;
• Be able to apply the Lodder & Jiminez model of jurisdiction;
• Know the materials regarding privacy, freedom of expression and copyright, and be able to apply to this Lessig's modalities and Solum's models.

Course content
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 modalities of regulation as introduced by Lawrence Lessig.

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 and modalities of regulation will be used in this stage to critically reflect
on these subjects and the respective challenges they bring.

Form of tuition
Student presentations, in class (group) exercises, discussion of the literature.

Type of assessment
The course is assessed by the following components:

Assignments: 5%
Exam: 95%

Course reading
Amongst others: L. Lessig, Code and Other Laws of Cyberspace, (Basic Books, New York 2006)
L.B. Solum, Models of Internet Governance

Material will be made available on Canvas before the start of the course.

Target group
Apart from regular students, the course is also available for:
Students from other universities/faculties
Exchange students
Contractor (students who pay for one course)

Intervention from a Legal and Pedagogical Perspective; Civil Law

Course code	R_CIvanJPP ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	mr. G.C.A.M. Ruitenberg
Examinator	mr. G.C.A.M. Ruitenberg
Teaching staff	mr. G.C.A.M. Ruitenberg
Teaching method(s)	Lecture, Study Group

Level	300

Intervention from a Legal and Pedagogical Perspective; Criminal Law

Course code	R_SIvJPP ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	P.H. van der Laan
Examinator	P.H. van der Laan
Teaching staff	dr. mr. M.D.S. Wijkman, mr. I.J.M. Rooyakkers
Teaching method(s)	Lecture, Study Group
Level	300

Introduction into Developmental Psychology and Family Studies with a Focus on Conscience Development

Course code	P_BINPPGO ()
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. D.J. de Ruyter
Examinator	prof. dr. D.J. de Ruyter
Teaching staff	dr. D.J. Zevalkink
Teaching method(s)	Lecture, Study Group
Level	300

Introduction into Family Law with a Focus on Children’s Rights

Course code	R_IFVRK ()
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	prof. dr. mr. M.V. Antokolskaia
Examinator	prof. dr. mr. M.V. Antokolskaia
Teaching staff	prof. dr. mr. M.V. Antokolskaia
Teaching method(s)	Lecture, Study Group
Level	200

Introduction Migration Studies

Course code	L_GABAALG011 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. N.F.F. Karrouche
Examinator	dr. N.F.F. Karrouche
Teaching staff	prof. dr. P.D. Nyiri, dr. N.F.F. Karrouche, prof. dr. U.T. Bosma
Teaching method(s)	Lecture
Level	100

Course objective
(1) Students are introduced to the fundamentals of migration studies (including a variety of disciplinary approaches and theoretical concepts, in particular in the fields of anthropology, economics, sociology, history and law). (2) Students are able to identify and understand key theories and analytical concepts in migration studies and their relationship to history and contemporary societies, and to apply these concepts and insights to a diverse range of qualitative data. (3) Students are able to identify and understand social, cultural and economic relations and political organization in the so-called age of migration, from 1500 until present day. (4) Students are able to reproduce, summarize, interpret and critically comment on the substance of the course subject, both orally and in written form. (5) Students are able to present a clear position and personal stance in an academic essay that is substantiated with solid arguments within debates on the topic of migration studies, based on secondary sources and by referring to one or more theoretical concepts.

Course content
This course introduces students to the study of migration in a wide range of academic disciplines, with special emphasis on socio-economic and cultural history, social and cultural anthropology, and migration and citizenship law. It is intended to acquaint students with theoretical and methodological insights from these disciplines and to familiarize them with old and new concepts in the broad and interdisciplinary field of migration studies. In this course, students focus on the agents of migration, the migrants themselves, as well as the international state and non-state actors and networks that are involved with and also impact the daily lives and activities of these agents of migration. Why do people migrate across borders? What are the different forms of migration and how do specific migration patterns come into being? And when and why do states aim at structuring migration? The course is divided into two sections. During the first three weeks, students tackle basic concepts and theories, such as the push-pull model, structural migration theory, transnationalism, and the concept of diaspora. They also study the global history of migration from 1500 onwards, gaining insight into colonial and postcolonial migration patterns, and the ways in these may or may not continue to influence contemporary migrations. Lastly, students look at the ways in which societies organize and respond to immigration and emigration. In this first part of the course, students not only focus on European history and society, but also gain insight into African, Asian and American migrations. These three weeks assist students in understanding and

framing historical and contemporary migration processes and diverse migrant experiences.
The second part of the course departs from a case-study perspective. It does by offering in-depth views into the research of experienced migration scholars in the fields of migration and citizenship law, the anthropology of migration and identity, and socio-economic migration history. Each week, you will learn about a different topic of research into Asian, Middle Eastern and North African, and European migrations, and the different methods and concepts involved and used in each case. Each guest lecturer will tell you about her or his own experience as a migration researcher. During the seminars, students experiment with the different sources and methods from each discipline. The second part will henceforth prepare you for the experience of conducting your own independent research project.

Form of tuition
Lectures, seminars.

Type of assessment
Personal essay, written exam.

Course reading
Khalid Koser, International Migration. A Very Short Introduction, Oxford: Oxford University Press, 2016 (second edition). (Students are required to purchase this book.) Other literature will be announced on Canvas.

Target group
This course is open to students from various disciplines who have completed their first year of their Bachelor program. Exchange Students.

Remarks
This course is part of the minor 'Migration Studies'. For history students, this course is complementary to Global Migration History (BA2).

Introduction Psychology (UM)

Course code	P_UINLPSY ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. W. Donk
Examinator	dr. W. Donk
Teaching staff	dr. W. Donk
Teaching method(s)	Lecture
Level	100

Course objective
A first introduction to the field of psychology

Course content
The course provides an overview of the field of psychology. What are the genetic and biological fundaments of behavior? How do we sense and

perceive the (visual) world? How do we learn, remember, and think? Why do we behave as we do? Apart from these very fundamental questions, the course will also cover the following topics: intelligence, social psychology, developmental psychology, personality, psychopathology, and the treatment of psychopathology.

Form of tuition
14 lectures

Type of assessment
- Multiple choice exam

Course reading
-Gazzaniga, M., Heatherton, T., & Halpern, D. (2016). Psychological Science (5th edition). Norton.

Remarks
Lectures will be in English.

Introduction to Digital Innovation

Course code	E_MM_IDI ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. J. Andersen
Examinator	dr. J. Andersen
Teaching method(s)	Lecture, Seminar

Course objective
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.

Course content
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.

Form of tuition
Lectures
Computer tutorials

Type of assessment
Individual written exam
Group project assignment

Course reading
Various papers that will be made available through Canvas.

Introduction to Exercise Physiology

Course code	B_IF (900115)
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. J.J. de Koning
Examinator	dr. J.J. de Koning
Teaching staff	dr. H.L. Gerrits, prof. dr. H.A.M. Daanen, drs. B.L. van Keeken, dr. J.J. de Koning
Teaching method(s)	Lecture, Practical, Seminar, Meeting
Level	100

Introduction to Information and the Digital (UvA)

Course code	L_AABAUVA001 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. H.M.E.P. Kuijpers
Teaching method(s)	Lecture, Seminar
Level	100

Course objective
At the end of the course the student is able to:
• identify and discuss the different types and definitions of information
• understand in outline current theories of information and information use;

• determine how information is applied in different contexts within the humanities and creative industries
• identify and describe different institutional implementations of information and information systems
• recognise and discuss the differences between institutionalised information and its use, and public contexts of information and its use.

Course content
Information is a fundamental constituent of all areas of public and private life. Whether it's in our media, cultural or economic activities of our social or professional lives, never before has information been so omnipresent. This course introduces you to the study of information as a pervasive and foundational part of public and professional practice, and its social and technical implications. You will be introduced to the concepts of information as data and resource; you will confront both the history and contemporary contexts of archives and digital archivalism; what is the relation of information and data, its assemblage and use; information analysis and visualisation in the humanities; citizen witnessing, social media and ubiquity; and contemporary social contexts of search and discovery.

Form of tuition
Lectures, seminars.

Type of assessment
Assignments and final paper. For dates and deadlines see the timetable and/or the course manual.

Course reading
All material will be available via Canvas.

Target group
This course is part of the UVA/VU Minor Digital Humanities

Registration procedure
Module registration at the UvA is required. Note that registration will take place from 13 juni t/m 27 juni.
For more information see:
http://coursecatalogue.uva.nl/xmlpages/page/2017-2018-en/search-minor/pr
or: Onderwijsadministratie BG2 +31 20 5254952

Remarks
This module is taught at the UvA; UVA code 118211006Y.

Introduction to Psychology

Course code	P_BINLPSY ()
Period	Period 1
Credits	6.0
Language of tuition	Bilingual
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. W. Donk
Examinator	dr. W. Donk
Teaching staff	dr. W. Donk
Teaching method(s)	Lecture, Study Group

Level	100

Course objective
A first introduction to the field of psychology

Course content
The course provides an overview of the field of psychology. What are the genetic and biological fundaments of behavior? How do we sense and perceive the (visual) world? How do we learn, remember, and think? Why do we behave as we do? Apart from these very fundamental questions, the course will also cover, amongst others, the following topics:
intelligence, social psychology, developmental psychology, personality, psychopathology, and the treatment of psychopathology.

Form of tuition
Two lectures per week and once a week a tutor group, in which assignments are discussed
Contact hours: 168 (28 lecture, 14 tutor group, 3 exam, 123 self-study)

Type of assessment
- Multiple choice exam
- Attending the tutor groups is mandatory.

Course reading
-Gazzaniga, M., Heatherton, T., & Halpern, D. (2016). Psychological Science (5th edition). Norton.

Registration procedure
Students will be automatically subscribed for this course by the student administration.

Remarks
Lectures in English, work groups in English or Dutch depending on chosen study track.

Introduction to Qu'ran and Sunna

Course code	G_INLKOSO ()
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Godgeleerdheid
Coordinator	dr. Y. Ellethy
Examinator	dr. Y. Ellethy
Teaching staff	dr. Y. Ellethy
Teaching method(s)	Lecture
Level	100

Islam and European Culture

Course code	G_ISLEURCUL ()
Period	Period 1

Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Godgeleerdheid
Coordinator	dr. M. Aulad Abdellah
Examinator	dr. M. Aulad Abdellah
Teaching staff	dr. M. Aulad Abdellah
Teaching method(s)	Lecture, Seminar
Level	300

Islamic Ethics

Course code	G_ISLAMET ()
Period	Period 3
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Godgeleerdheid
Coordinator	dr. M. Aulad Abdellah
Examinator	dr. M. Aulad Abdellah
Teaching staff	dr. M. Aulad Abdellah
Teaching method(s)	Lecture, Seminar
Level	300

Islamic Theology/Kalam

Course code	G_ISLMTHKAL (100037)
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Godgeleerdheid
Coordinator	dr. M. Ajouaou
Examinator	dr. M. Ajouaou
Teaching staff	dr. M. Ajouaou
Teaching method(s)	Lecture, Seminar
Level	200

Jeugdhulp en gehandicaptenzorg

Course code	P_BJEGEZ ()
Period	Period 2+3
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. S. Kef
Examinator	dr. S. Kef

Teaching staff	dr. H. Verzaal, dr. S. Kef
Teaching method(s)	Lecture, Study Group
Level	300

Kinderen en nieuwe media

Course code	P_BKNWMED ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. M.E.J. Raijmakers
Examinator	dr. M. Huizinga
Teaching method(s)	Lecture, Seminar
Level	300

Language Test

Course code	P_TAALTOETS ()
Period	Period 1
Credits	0.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Level	100

Law and Ethics of Reproductive Technologies

Course code	R_LERT ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	mr. B.C. van Beers
Examinator	mr. B.C. van Beers
Teaching staff	mr. B.C. van Beers
Teaching method(s)	Seminar
Level	300

Course objective
This interdisciplinary course explores the bioethical, biolegal and biopolitical dilemmas that are raised by technological developments at the intersection of reproductive medicine and genetics.

This course will enable the student to critically reflect upon legal and ethical dimensions of current public debates on the regulation of assisted reproductive technologies. This course will

teach the
student to come to an understanding of the key concepts and categories within legal regulation of reproductive technologies, and to connect these
with various normative ethical theories.
Through an examination of the existing legal frameworks surrounding reproductive and genetic technologies from the perspectives of law and bioethics
against the background of ongoing contemporary political and societal discussions, the student will be trained to integrate ethical reasoning, daily practices and legal rules and regulations into a normative evaluation of these technologies.
In this process the student will be encouraged to take a legally and ethically argued position in scientific debates on current developments in the field of assisted reproductive technologies through written and oral presentations
of a legal and philosophical nature.

Course content
Technologies at the intersection of reproductive medicine and genetics offer news ways of creating human life. These technologies make it possible to assemble, genetically screen, choose and, possibly, even design one’s future children. How can societies decide who may access these technologies to create what kind of children? Which rights, whose rights and which public values should be taken into account within the regulation of this complex field? And what are the legal and ethical limits to these currently emerging forms of 'liberal eugenics'?

The general focus in this course will be on the role and meaning of human rights and human dignity for the regulation of assisted reproductive technologies.

Topics in this course include:
- law and ethics of prenatal testing
- selective reproduction and ‘designer babies’
- reproductive markets and reproductive tourism
- reproductive rights
- gestational and commercial surrogacy
- wrongful life
- the welfare of future children
- sperm and egg cell donation
- eugenics and human enhancement
- the status of embryos and gametes

Type of assessment
Paper and/or written exam (to be announced).

Course reading
All literature will be made available online, and will include legal and philosophical academic literature, legal and political documents, policy reports, news articles and audiovisual materials.

Entry requirements
No special knowledge of law, philosophy or bioethics is required to be able to participate in this course. A basic knowledge of human rights and a keen interest in the contemporary dilemmas surrounding reproductive technologies are a plus.

Target group
Because this course is also part of a university minor (Technology, Law and Ethics), it is open to students from various academic backgrounds.

Apart from regular students, the course is also available for:
Students from other universities/faculties
Exchange students
Contractor (students who pay for one course)

Low intensity treatments for common mental health problems

Course code	P_BKPSIN ()
Period	Period 4
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. A.M. Kleiboer
Examinator	dr. A.M. Kleiboer
Teaching staff	dr. L.M. de Wit
Teaching method(s)	Lecture, Study Group
Level	300

Course content
Short-term psychological interventions are often characterized by a relatively low level of intervention, less support by a therapist or coach and more self-management by the patient, and a greater use of digital resources such as telephone or internet. In this course students are introduced to the short-term clinical method of psychological interventions, with attention for its indication, conceptualization, effectiveness, and application. In addition, students learn practical skills and techniques that are needed to carry out short-lasting psychological interventions in
practice. During the work groups different therapeutic techniques such as psycho-education, behavioral activity, cognitive restructuring, and motivation are practised. Throughout the course attention will be given to digital applications such as internet treatments and serious gaming that can provide support during short-term psychological interventions.

Form of tuition
Lectures and work groups.
Attendence at work groups and active participation is required.

Type of assessment
Written exam with open ended questions.

Course reading
Bennett-Levy J, Richards D, Farrand P, Christensen H, Griffiths K, Kavanagh K, Klein B, Lau MA, Proudfoot J, Ritterband L, White J, Williams C. (2010). Oxford guide to Low Intensity CBT Interventions. Oxford: Oxford University Press, UK.
Journal papers.

Remarks
To obtain knowledge about short-term psychological interventions and gain insight into their application, effectiveness, and features.

In addition, students are introduced to a number of common therapeutic techniques and learn how they can apply these techniques in practice.

M&D3: Individual and Organizational Diagnosis

Course code	P_BMD3IOD ()
Period	Period 1, Period 5
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. J. Buczny
Examinator	dr. J. Buczny
Teaching staff	dr. J. Buczny
Teaching method(s)	Lecture, Seminar
Level	300

Management and Organisation

Course code	P_BMANORG ()
Period	Period 4
Credits	6.0
Language of tuition	English
Coordinator	drs. M.G. Wildschut
Examinator	drs. M.G. Wildschut
Teaching staff	drs. M.G. Wildschut
Teaching method(s)	Lecture
Level	300

Course objective
The content of this course provides students with theoretical and critical insight into human behavior in organizational contexts. Lectures are in English.

Course content
The study of organizational behavior refers to the study of individuals, groups, and structures within organizations to explain why employees behave the way they do to increase the effectiveness of orgainzations. Organizations of people are complex and dynamic and the complexity of the interactions, relationships and processes within organizations can make them difficult to understand. Why do people behave in organizations in a certain way? What factors affect employees' job performance, well-being and leadership styles? How do emotions affect employees' behavior and colleagues? What motivates employees? These questions are just a few examples of the questions that have intrigued both scientists and practitioners within the field of work and organizational psychology for many years. This course, called Management and Organization, will provide answers to these questions and more. Specifically, this course covers several important topics in the area of individual and group behavior, such as attitudes, emotions, personality, motivation, team effectiveness, and leadership. The content of this course builds upon previous coursework in the bachelor of psychology. As such, it is

assumed that basic psychological concepts are understood by students who enroll in this course.

Form of tuition
Lectures in English

Type of assessment
Group presentations (10%), group research project (20%) and MC exam (70%). Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
Robbins, S. P., & Judge, T.A. (2015). Organizational behavior, 16th edition. Prentice Hall. (+ additional readings on Canvas).

Management and Organisation (Honours Programme)

Course code	P_HMANORG (988012)
Period	Period 4
Credits	6.0
Language of tuition	English
Coordinator	dr. J. Buczny
Examinator	dr. J. Buczny
Teaching staff	dr. J. Buczny
Teaching method(s)	Lecture
Level	300

Form of tuition
Lectures

Course reading
Robbins, S. P., & Judge, T.A. (2015). Organizational behavior, 16th edition. Prentice Hall. (+ additional readings on BB).

Remarks
This course (or the course Human Resource Management) is compulsory for the master route Work and Organizational Psychology.
Lectures are in Dutch

Masterpieces from World Literature

Course code	L_AABAALG020 ()
Period	Period 1+2
Credits	12.0
Language of tuition	Dutch
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. M.J.E. van Tooren
Examinator	dr. M.J.E. van Tooren
Teaching staff	dr. M.J.E. van Tooren, dr. J.F. van der Meulen, dr. J.H.C. Bel, dr. M.H. Koenen, dr. P.H. Moser, prof. dr. D.H. Schram
Teaching method(s)	Lecture

Level	200

Measurement Theory and Assessment 1

Course code	P_BMETDIA_1 ()
Period	Period 4
Credits	6.0
Language of tuition	Bilingual
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	drs. S.D.S. Noordermeer
Examinator	dr. M. Luman
Teaching staff	dr. S.M. Begeer, dr. M. Luman, dr. H. van Ewijk
Teaching method(s)	Lecture, Seminar
Level	100

Course objective
Introduction to measurement theory, psychometry and diagnostic assessment. You will learn about psychometric and diagnostic concepts and learn to apply them to simple psychological and pedagogical problems.

Course content
During this course you will learn about the theory of measurement in order to be able to judge the quality and usefulness of tests, interviews, and questionnaires. You will learn what requirements are made to diagnostic tools used in practice and in research (for example, by occupational associations). You learn to understand and apply mathematical formulas, in order to determine norm scores and to judge whether diagnostic instruments are reliable and valid. During the parallel tutorials, you will practice with the content of this course, and you will examine the reliability, validity, and norms of an existing diagnostic questionnaire on which you will write an assignment.

Form of tuition
Lectures, tutor groups with assignments, digital support.
Contact hours: 168 (28 lecture, 14 tutor group, 3 exam, 123 self-study)

Type of assessment
- Exam (multiple choice) and assignment; weighting: 50% exam; assignment 50%. Both the exam and the assignment must be completed with a grade of 5.5 or higher.
- Attendance requirement for the tutor groups.

Individual grades (exam and final assignment) are also valid in the year following the course. This is also the case in 2017-18 for individual grades obtained 2016-17.

Course reading
- Gregoy, R.J. (2012). Psychological testing; History, priciples and Applications. Pearson. Speciale VU- editie alleen via de VU-boekhandel.
- Aanvullende literatuur: wordt bekend gemaakt via Canvas.
- Pallant, Julie (2013). SPSS Survival Manual. Open University Press.
- American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: American

Psychological Association.
- Werkboek Meten & Diagnostiek 1, via Canvas.
- Het computer programma SPSS verkrijgbaar via SURF.

Registration procedure
Students must sign up for the course, the lectures, tutorials, and exam via VUnet.

Remarks
Colleges en werkgroepen in het Engels of colleges en werkgroepen in het Nederlands afhankelijk van de gekozen studievariant.

Measurement theory and assessment II

Course code	P_BMETDIA_2 ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. C.V. Dolan
Examinator	prof. dr. C.V. Dolan
Teaching staff	prof. dr. C.V. Dolan
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
To increase the knowledge and skills regarding measurement theory and assessment.

Course content
During this course, a number of important topics from classical test theory are refreshed and in addition you will learn modern test theory. You learn advanced psychological methods (factor analysis, the Raschmodel and the Birnbaum model) and will apply these to real psychological psychological data.

Form of tuition
Lectures and tutor groups
Contact hours: 168 (28 lecture, 14 tutor group, 3 exam, 123 self-study)

Type of assessment
Exam and final assignment. The final grade is the weighted average of the exam grade (65%) en the final assignment grade (35%). To pass the course both grades need to be at least 5.5.
- Attendance requirement for the tutor groups.

Individual grades (exam and final assignment) are also valid in the year following the course. This is also the case in 2017-18 for individual grades obtained 2016-17.

Course reading
- Psychological Testing: A Practical Approach to Design and Evaluation, van Theresa J.B. Kline. Sage, 2005
- Syllabus Measurement Theory and Diagnostics 2 via BlackBoard

Registration procedure
Students need to sign in for the course, lectures, tutor group and exam via VUnet.

Remarks
This course will be available in English in 2018-2019.
This course is a prerequisite for the "Basisaantekening Psychodiagnostiek".
This course may also count for the NVO registration requirements.

Methodology 3 and start B-thesis

Course code	P_BM3BTH ()
Credits	6.0
Faculty	Fac. der Gedrags- en Bewegingswetensch.

Methodology 3: Genes, Brain and Behaviour

Course code	P_BMET3GHG ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. S.A. Los
Examinator	dr. S.A. Los
Teaching staff	dr. S.A. Los, dr. E. van Bergen
Teaching method(s)	Lecture
Level	300

Course objective
Preparation for the B-thesis regarding methods, statistics, writing and presenting.

Course content
In this course students will prepare for their B-thesis at the department of Biological or Cognitive Psychology. This course is part of the 3rd year Psychology track Genes, Brain, and Behaviour. Students choose a B-thesis topic and will explore how various research designs and analyses techniques may be used to shed more light on their topic. The course will cover among others literature search, operationalisation of research questions, quality control of data, choosing the appropriate measurements and statistical analyses, and communication of research results. At the end of the course students will have written and presented a research proposal which serves as the starting point for their B-thesis.

Form of tuition
Two lectures and one tutorial per week.

Type of assessment
Exam (40%), research proposal (50%), presentation (10%) plus additional assignments that need to be passed. All grades need to be 5.5 or higher

in order to pass the course.The final grade
is registered only upon completion of all class assignments.

Course reading
Literature will be announced at the start of the course.

Entry requirements
The course is open for minor students Genes, Brain and Behaviour. Other students are welcome, but please see the coordinator first to discuss enrolment. Note that the course prepares for a B-thesis Genes, Brain and Behaviour.

Remarks
Thius course is taught in English.

Migration, Ethnicity and the Economy

Course code	L_GWBAALG002 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	R. Gowricharn
Examinator	R. Gowricharn
Teaching staff	R. Gowricharn
Teaching method(s)	Seminar
Level	200

Course objective
To familiarize oneself with and critically reflect on the ways immigrants have been incorporated and how their exclusion has been legitimized in social and public debates. To gain knowledge of and understand the relation between culture and economics as applied in integration studies. To gain knowledge of and insight into the ways culture generates economic forces and fosters or impedes immigrant incorporation. To learn how to write a position paper in which a personal stance is developed that addresses one of the key debates at the centre of the course.

Course content
Failing immigrant incorporation in many Western societies has been attributed to immigrant culture. Although an increasing proportion of immigrants are incorporated in society, they are blamed for their deficient attitudes, ethnic networks and incompatible values. Immigrants are urged to adopt the host society's culture to equalized their own culture and establish equal chances. This message of assimilation had been strongly recommended in public debate and scholarship. Failure to become integrated is often attributed to the persistence of immigrants' cultures. In this reasoning, two issues are downplayed. The first is that the causes of incorporation are determined in the realm of 'culture'. Culture becomes a master concept to explain every negative outcome concerning migrants. Culture also accounts for positive outcomes, since the incorporated migrants allegedly have adopted the host culture. In contrast, as it concerns the native population, the market accounts for incorporation—specifically the labour and housing

market. The market is supposedly devoid of culture, as major players are rationally driven to maximize their gains. The second issue consists of a denial of the way culture frames and determines economic forces, including markets. The dominant concept is that economics determine culture (rather than culture determining economics) and that culture is something located outside the economic realm. This conception misrepresents that culture is often constitutive of economics and that the economic actor's culture enables incorporation. This course addresses the relationship between culture and economics. It discusses the current (mis)conceptualization of culture in the field of economics and the related consequences. It exemplifies these issues by discussing the incorporation of immigrants. Basic concepts:
• Labour selection and productivity
• Ethnicity and entrepreneurship
• Consumption of ethnic commodities

Form of tuition
Seminars, guest lectures and an excursion.

Type of assessment
Weekly assignments (20%), a mid-term essay (20%), presentations (10%) and a position paper (50%).

Course reading
To be announced.

Target group
This course is open to students from various disciplines who have completed their first year of their Bachelor program. Exchange Students.

Remarks
This course is part of the minor 'Migration Studies'.

Mind and Machine

Course code	AB_1060 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. L.N. Cornelisse
Examinator	dr. L.N. Cornelisse
Teaching staff	dr. K. Linkenkaer Hansen, dr. L.N. Cornelisse
Teaching method(s)	Computer lab, Study Group, Lecture, Excursion
Level	300

Course objective
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. explain the meaning of key concepts treated in the course and to give examples of where key concepts are already applied (services or products).

2. describe most commonly used forms of, as well as the state-of-the-art and trends in, brain modeling, AI and BCI as disicussed in the course.
3. reproduce the underlying principles of brain modelling, AI and BCI at at the level discussed in the course.
4. reproduce and present with a group of students the content of a scientific paper at the level of a science journalist for a layman audience.
5. provide constructive feedback to fellow students with the aim of improving their oral presentation and is able to use received feedback to improve his/her own oral presentation.
6. 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.
7. formulate a scientifiaclly informed opinion about the ethical aspects of AI and BCI.

Course content
People have always been fascinated with the idea to create intelligent computers and robots and to integrate computers in the brain to manipulate or enhance
its performance. In this course, the current status is discussed of brain inspired artificial intelligence, realistic computer simulations of the brain an brain-computer interfacing. 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. Students will present with their group a scientific paper describing the key technology of their project. The business proposal is presented to peers and a reviewer during a poster session at the end of the course. In addition, students will discuss the ethical, legal, and philosophical aspects of artificial intelligence and brain-computer-interfacing.

Form of tuition
Lectures 40 hrs
Practicals 12 hrs
Business project 60 hrs

Type of assessment
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.

Course reading
To be decided

Recommended background knowledge
Two years of study at bachelor's level.

Target group
All students with an interest in the computational abilities of the brain and brain-imspired technology

Remarks

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.

Mind Brain and Education

Course code	P_BMBEDUC ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. N.M. van Atteveldt
Examinator	dr. N.M. van Atteveldt
Teaching staff	A.F. Kortekaas-Rijlaarsdam MSc, dr. N.M. van Atteveldt
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
The aims of the course Mind Brain and Education are to provide an introduction into neuroeducational research, and to learn students to reflect critically on how neuroscientific research can be translated to the educational practice.

Course content
Many scientists, policymakers and teachers share the belief that knowledge of the brain is relevant to educational practice. Yet, implementing neuroscientific findings in the classroom is by no means straightforward. Experts in the different fields seem to speak a different language. This course will provide an introduction into the new scientific domain of neuroeducational research. It will highlight insights from neuroscience that are relevant to educational practice. It will try to bridge the gap between the two fields. Using examples of recent interdisciplinary studies, it will demonstrate how diverse methodological approaches, ranging from neuro-imaging laboratory experiments used in cognitive neuroscience, to the approaches used in educational sciences, can be integrated. The course will outline the ways education can be improved using knowledge of the brain, but also point to the risks involved in this endeavour, specifically the proliferation of so-called neuromyths. Topics that will be covered are for example learning and plasticity, development of cognitive skills such as reading and math, development of metacognitive and social skills,
neuro-imaging methods (myths and opportunities), and ethical discussions on the use of neuro-enhancement and early biomarkers of learning disorders.

Form of tuition
Lectures and tutorials

Type of assessment
Written exam with open-ended questions.

Course reading
Scientific articles (to be announced later on Canvas).

Mind Brain and Education (Honours Programme)

Course code	P_HMBEDUC ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. N.M. van Atteveldt
Examinator	dr. N.M. van Atteveldt
Teaching staff	dr. N.M. van Atteveldt
Teaching method(s)	Lecture, Study Group
Level	300

Minor English: English in my own Discipline

Course code	L_ETBAALG008 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. G.A. Dreschler
Examinator	dr. G.A. Dreschler
Teaching staff	dr. G.A. Dreschler
Teaching method(s)	Seminar
Level	300

Course objective
You gain insight into the language used in various text types which are common in your own academic discipline and the professional domains associated with your specialization. After successfully completing this course you will have (i) knowledge of the different types of texts written in your own discipline, either on an academic level or in the professional domain; (ii) insight into linguistic features related to structure, formality and stance in one or two text types in your discipline; and (iii) knowledge of several types of analysis and methods used in genre analysis and corpus linguistics. You will be able to apply these methods independently to a selection of texts from your discipline and use the knowledge gained from these analyses in your own writing.

Course content
In the first couple of sessions, we will discuss different methods of analysis used in linguistics for analyzing characteristics of texts and apply them to texts. You will then choose one of these methods and apply this in an analysis of a collection of texts in your own discipline, present the preliminary results of your analysis, and write a final research article in which you report on the analysis, following conventions from linguistic papers.

Form of tuition
2 seminars of 2 hours per week in weeks 1 - 3.

Type of assessment
The grade for this course will be based on the final report (after rewriting) (75%); and the grade for the presentation (25%). To pass the course, you need a minimum grade of 5.5 for both assignments.

Course reading
Materials will be made available or listed on Canvas.

Entry requirements
This course is only available as part of the <Minor Engels/Minor in English$gt;. Students must have completed Writing 2 before embarking on this course.

Target group
The <Minor Engels/Minor in English$gt; as a whole is aimed at bachelor and premaster students across the university who want to improve their written English in an academic context. The Minor is not open for students in the BA programme CIW who are following the specialization in English and International Communication.

Remarks
The course has obligatory attendance.

Minor English: Grammar and Writing 1

Course code	L_ETBAALG007 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. G.A. Dreschler
Examinator	dr. G.A. Dreschler
Teaching staff	drs. I.M.W. 't Hart MPhil, dr. G.A. Dreschler, dr. C.A.M. de Jong
Teaching method(s)	Lecture, Seminar, Instruction course, Study Group
Level	100

Course objective
After successfully completing this course you will have knowledge of and insight into the language which typifies academic writing in English and into English requirements of text structure, as well as into how these aspects are different from other languages, most importantly Dutch. You have knowledge of and insight into the most important aspects of English grammar, particularly those which typically cause students problems when writing formal English.

You will also be able to write a well-structured English text in a formal style about a subject related to your own study programme, free of serious lexical and grammatical error which would have an adverse effect on the readability of the text. In terms of the Common European Framework of Reference [CEFR], successful completion of this course will

bring you to level B2 in terms of communicative competence and B2i in terms of grammatical accuracy and vocabulary control. You will have greater insight into the strengths and weaknesses of your English writing skills, and knowledge of how to further develop your strengths and reduce your weaknesses.

Course content
The course consists of a writing and a grammar component. In the writing component of the course the emphasis is on (a) identifying the paragraph structures, sentence structures and kind of language used across a range of academic texts in all kinds of disciplines, and (b) getting to grips with the basic problems involved in writing good, formal English (e.g. differences between English and Dutch, the essentials of English punctuation, formal style). The grammar component consists of a practical introduction to basic aspects of the grammar of contemporary English, with special attention for the problems that students typically have when writing formal English.

Form of tuition
For the writing component: 1 hr per week lecture; 2 hrs per week seminar.
For the grammar component: 1 hr per week lecture; 2 hrs per week seminar.

Type of assessment
(i) a text of 1000-1200 words on a subject related to the student's own discipline (50%); (ii) a multiple choice computer test on grammar (50%). In order to pass the course students must score a minimum of 5.5 on each component.

Course reading
Hannay, M. & J.L. Mackenzie (2009). Effective Writing in English. 2nd edition. Bussum: Coutinho.
Book for grammar: to be announced.
Additional materials will be made available on Canvas.

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

Target group
Bachelor students across the university who want to improve their written English in an academic context; the course is not open for students who have done academic English in their academic core. The course is part of the [Minor Engels/Minor in English] but can also be followed separately.

Remarks
The course has obligatory attendance. Note that this is an English writing course rather than simply a writing skills course. The assumption is that participants have already successfully completed an academic skills course in their first two years of university study.

Minor English: Pronunciation and Presentation

Course code	L_EABAALG006 ()
Period	Period 2

Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. L.M. Rupp
Examinator	dr. L.M. Rupp
Teaching staff	dr. L.M. Rupp, dr. T. Krennmayr
Teaching method(s)	Seminar, Lecture
Level	200

Minor English: Writing 2

Course code	L_ETBAALG005 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. G.A. Dreschler
Examinator	dr. G.A. Dreschler
Teaching staff	dr. G.A. Dreschler
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
After successful completion of the course students will feel confident that they can write a bachelor dissertation in English and embark on a Master's degree where English is the language of tuition. In terms of the Common European Framework of Reference [CEFR] you will be at level B2 for linguistic accuracy and at the high end of B2 for relevant communicative competence. Specifically, the course aims to help students in:
• getting more practice in writing formal, academic English.
• developing reading skills which will allow them to note linguistic and structural features of relevant academic text types in their own discipline;
• gaining insight into how specific linguistic structures can contribute to text coherence and text cohesion;
• acquiring greater knowledge of the stylistic and rhetorical aspects of written formal texts;
• getting greater insight into the strengths and weaknesses of their English writing skills, and knowledge of how to further develop strengths and reduce weaknesses;

Course content
The main aim of this course is to further develop your writing skills in English. For this course we focus on your position as a writer in the academic world, i.e. as someone who is engaged in academic discourse. This means that you need to be aware of appropriate structures at sentence level as well as at text level, at ways of using language to refer to other writers, and at ways of using academic language effectively. The emphasis in this course is on (a) gaining more insight into the language and style of your own academic discipline, (b) improving coherence, compactness and readability, and (c) expanding your

grammatical repertoire.

Form of tuition
2 hrs per week lecture; 2 hrs per week seminar.

Type of assessment
There are three assignments for this course: a short comparative essay (30%), a term paper on linguistic and stylistic features of academic texts in one's own discipline (30%), plus a paper of 2000 words on a subject related to your study (40% of the mark).

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

Entry requirements
Students must have either (a) completed an introductory academic English course earlier in their university studies or (b) already completed Minor English: Grammar and Writing 1.

Target group
Bachelor and premaster students across the university who want to improve their written English in an academic context, with the exception of students of CIW who are following the specialization in English and International Communication.

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

Minor Paper

Course code	P_BMINPAPER ()
Period	Period 3
Credits	6.0
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. C.S. Jonkman
Examinator	dr. C.S. Jonkman
Teaching staff	prof. dr. mr. M.V. Antokolskaia, mr. G.C.A.M. Ruitenberg
Teaching method(s)	Lecture
Level	300

Minor's Tutorial in Development and Global Challenges

Course code	S_MWDCG ()
Period	Period 1+2+3
Credits	0.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. E.W. Bal
Examinator	dr. E.W. Bal

Teaching method(s)	Study-group, Lecture
Level	300

Course objective
The Minorwerklint Development and Global Challenges is a series of tutorials in preparation to the course Urban Studies. These tutorials are meant for students in the Minor Development and Global Challenges only. The tutorials also aim to facilitate the integration of the five courses that constitute the minor.

Course content
During the entire track (P1 and p2) students will take part in excursions, attend expert lectures and prepare (in teams of 4 students) the short research project that they carry out in P3 as part of the Urban Studies course. During P1, all activities carried out in the will be closely linked to the first two courses taught in the Minor. In P2 students will begin the preparations for their short research projects in Urban Studies.

Form of tuition
Guestlectures, excursions and tutorials

Type of assessment
To be announced in the course manual (see CANVAS).

Course reading
To be announced in the course manual (see CANVAS).

Entry requirements
Active participation in the parallel courses in this Minor

Target group
Students in the Minor Development and Global Challenges

Molecular Genetics

Course code	P_BMOLGEN ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. H. Mbarek
Examinator	dr. H. Mbarek
Teaching staff	dr. R. Pool, dr. H. Mbarek
Teaching method(s)	Lecture, Computer lab
Level	300

Course objective
To obtain insight in DNA and in molecular biological techniques.

Course content
Since (most of) the human genome is sequenced, research searching for genes involved in behavioral traits exponentially increased. For those studies, DNA is collected from subjects. After DNA collection, the DNA

is isolated and measured in a laboratory. This course evaluates the different techniques that can be used to manipulate DNA like sequencing, PCR and gel electrophoreses. The structure of the genome (structure of a DNA molecule, coding/non- coding DNA, mutations etc.) and how genomes function in cells (gene expression, DNA transcription/translation, DNA replication etc) will also be explained.

Form of tuition
2 x 2 hrs lectures + 1 x 2 hrs teacher-guided small-group lecture/practical per week

Type of assessment
Written examination (2/3 of final grade) and writing assignment (1/3 of final grade). Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
T. Strachan & A. Read (2010). Human Molecular Genetics (4th edition).

Remarks
This course is taught in English

Molecular Genetics (HP)

Course code	P_HMOLGEN ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. H. Mbarek
Examinator	dr. H. Mbarek
Teaching staff	dr. R. Pool
Teaching method(s)	Lecture, Practical
Level	300

Course objective
To obtain insight in DNA and in molecular biological techniques.

Course content
Since (most of) the human genome is sequenced, research searching for genes involved in behavioral traits exponentially increased. For those studies, DNA is collected from subjects. After DNA collection, the DNA is isolated and measured in a laboratory. This course evaluates the different techniques that can be used to manipulate DNA like sequencing, PCR and gel electrophoreses. The structure of the genome (structure of a DNA molecule, coding/non- coding DNA, mutations etc.) and how genomes function in cells (gene expression, DNA transcription/translation, DNA replication etc) will also be explained.

Form of tuition
2 x 2 hrs lectures + 1 x 2 hrs teacher-guided small-group lecture/practical per week

Type of assessment

Written examination (2/3 of final grade) and writing assignment (1/3 of final grade). Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
T. Strachan & A. Read (2010). Human Molecular Genetics (4th edition).

Nation and Migration

Course code	S_NM ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. A. Hossain
Examinator	prof. dr. P.D. Nyiri
Teaching staff	prof. dr. P.D. Nyiri, dr. A. Hossain
Teaching method(s)	Lecture
Level	300

Course objective
This course introduces students to the study of international migration and how the phenomena, perceptions, and policies towards migration reflect and shape the governance and self-perception of nation-states. It is part of the curriculum strand ‘World Making’ and complements the course Identity, Diversity and Inclusion.

Learning objectives:
Knowledge and Understanding. Students have acquired knowledge and understanding of:
(1) key theories, concepts and methods for the study of migration in the social sciences.

Application. Students have acquired the competences to:
(2) apply these to analyse migration dynamics in selected case-studies.

Attitude. Students can demonstrate:
(3) a critical perspective on current events surrounding migration.

Course content
Today’s debates on migration are often inseparable from nations’ perceptions of themselves and each other. This course discusses the relevance of migration in today’s global world, particularly in relation to: identity concerns (diasporas, transnationalism, nationalism, multicultural societies), development (migration and development) and international political issues (migration governance and ethnography of the state).

The course introduces students to major theories to understand migration, but privileges the adoption of constructivist approaches. It invites students to look at migration from the perspectives of people engaging in migration directly, of people encountering migrants as new neighbours, or of people tasked with the function of controlling and governing migration. Through this perspective, students engage with processes of community building and belonging, and with the power

struggles associated with migration. They acquire a thorough theoretical knowledge and critical understanding of these phenomena and key concepts that can help understand them:

(1) How do migrants construct their identities on the move?
(2) How do transnational communities and diasporas develop?
(3) How do national communities respond to migration and deal with the diversity that derives from it?
(4) How is migration governed and controlled by state apparatuses in migrant countries of origin and destination?
(5) How do the bureaucrats and professionals dealing with migration translate migration policies into everyday practices?
(6) What are the implications of migration for development and social transformation in both origin and destination societies?

Form of tuition
Lectures, case-study presentations, peer discussions

Type of assessment
Final exam (digital)

Course reading
To be announced in Canvas

Target group
2nd year bachelor students in Cultural Anthropology and Development Sociology
Students in the Minor Anthropology

Nature versus Nurture

Course code	AB_1057 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. J.C. Polderman
Examinator	dr. J.C. Polderman
Teaching staff	dr. P. van Nierop, dr. J.C. Polderman
Teaching method(s)	Practical, Computer lab, Study Group, Lecture
Level	300

Course objective
Students learn how individual differences in human complex behavior can be explained by genetic variation and environmental factors.

Course content
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 studie 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.

Form of tuition
Practicals (10%), lectures (80%), debates + workshop presenting (10%)

Type of assessment
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.

Course reading
Text book "Behavioral Genetics" 7th edition, by Plomin et al.

Scientific papers, TBA during course

Entry requirements
None

Recommended background knowledge
Broad interest in brain, behavior, psychology, genetics and neuroscience

Target group
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".

Remarks
Guest lecturers:
Prof Bartels (VU-FGB)
Dr. Lewis (University of London, UK)
Dr. van Dongen (VU-FGB)
Dr. Stringer (VU-CNCR)
Prof. Dr. Konijn (VU-Social Sciences)
Prof. Dr. Van Straalen (VU-FALW)
Prof. Dr. Schuengel (VU-FPP)

Neuropsychology

Course code	P_BNEUROP ()
Period	Period 1
Credits	6.0

Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. E.J.A. Scherder
Examinator	prof. dr. E.J.A. Scherder
Teaching staff	prof. dr. E.J.A. Scherder
Teaching method(s)	Lecture, Seminar, Study Group
Level	200

Course objective
To acquire knowledge and insight, at an introductory level, into the effects of brain damage on people's behavior and an introduction to work of the clinical neuropsychologist.

Course content
The principles of neuropsychology, based on our knowledge of the brain function, are discussed. Topics include neurological and psychiatric disorders such as agnosia, aphasia, dementia. The neuropsychological diagnostics is illustrated via patient cases matching as much as possible the literature.

Form of tuition
Lectures and tutor groups

Type of assessment
- Exam (multiple-choice)
- Attending the tutor groups is mandatory.

Course reading
Kolb, B. and I.Q. Whishaw, (2015, 7th Edition). Fundamentals of Human Neuropsychology. San Francisco: W.H. Freeman and Company.

Registration procedure
Students need to sign in for the course, lectures, tutor groups and exam via VUnet.

Remarks
This course will be available in English in 2018-2019.

Neuropsychology and Rehabilitation Psychology

Course code	B_NEURREVPSY (900502)
Period	Period 3
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. A. Ledebt
Examinator	dr. A. Ledebt
Teaching staff	dr. A. Ledebt, dr. J.F. Stins
Teaching method(s)	Lecture
Level	200

Neuropsychology of Ageing

Course code	P_BNPSOUD ()
Period	Period 5
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. M.V. Milders
Examinator	dr. M.V. Milders
Teaching staff	dr. M.V. Milders
Teaching method(s)	Lecture
Level	300

Course objective
To provide an overview of the most important cognitive changes associated with normal aging and dementia, as well as associated brain changes.

Course content
Worldwide, the population is getting older and the number of older people people (60 years and over) greatly increases, and thus also the number of people with dementia. This course addresses changes in cognitive function, distinguishing between changes occurring in normal aging and in abnormal aging, especially dementia and mild cognitive impairment (MCI). Characteristics of different forms of dementia are compared and the diagnostic attempts to distinguish the different shapes are discussed.
Changes in brain structure and brain function associated with normal aging and various forms of dementia are linked to the cognitive changes. Individual differences in cognitive aging are presented as well as the implications of these differneces for risk factors for dementia and potential prevention of dementia.

Form of tuition
Lectures

Type of assessment
Exam (open-ended questions)

Course reading
Smith, G. & Bondi, M. (2013). Mild cognitive impairment and dementia: Definitions, diagnosis and treatment. Oxford University Press

New Ways of Working

Course code	E_MM_NWW ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. A. Sergeeva
Examinator	dr. A. Sergeeva
Teaching method(s)	Lecture, Seminar

Course objective
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

Course content
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.

Form of tuition
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.

Type of assessment
Individual assignments and Group project assignment

Course reading
A selection of readings (mostly academic papers, but also book chapters and thoughtful business magazine articles) will be made available before the start of the course.

Entry requirements
None

Paediatric Neuropsychology

Course code	P_BPEDNEU (813087)
Period	Period 4

Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. M. Luman
Examinator	dr. M. Luman
Teaching staff	dr. M. Luman
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
To obtain knowledge of normal and deviant childhood neuropsychological development.

Participation as Research Subject

Course code	P_PROEFPER ()
Period	Ac. Year (September)
Credits	0.0
Language of tuition	Bilingual
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	B. Goudriaan
Examinator	B. Goudriaan
Level	100

Passend Onderwijs

Course code	P_BPASOND ()
Period	Period 2+3
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. M. Huizinga
Examinator	dr. M. Huizinga
Teaching staff	A.F. Kortekaas-Rijlaarsdam MSc, dr. M. Huizinga
Teaching method(s)	Lecture, Study Group
Level	300

Personality Theory and Personality Assessment

Course code	P_BPEROND ()
Period	Period 5
Credits	6.0
Language of tuition	Bilingual
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. R.E. de Vries

Examinator	dr. R.E. de Vries
Teaching staff	prof. dr. A.J.F.M. Kerkhof
Teaching method(s)	Lecture, Seminar
Level	100

Course objective
The aim of the course is that the students get acquainted with the various personality theories and associated diagnostic methods

Course content
During the lectures an overview is given of the theoretical perspectives regarding the study of human individuality. The methods and techniques for measuring the personality characteristics associated with these perspectives are presented. The practical aspects of these methods and techniques are discussed in the seminars.
At the end of the course:
1. Students will understand the most important personality theories and concepts.
2. Students will have knowledge of the most important methods of measuring personality.
3. Students are aware of recent insights from personality research.
4. Students will be acquainted with standardized personality tests by:
• completing a test battery of a number of normalized personality tests
• Interpreting scores and outcomes.
5. Students have been taught to write a report based on collected information (about the personality of the partner).
6. Students can recognize and use methodological concepts such as reliability and validity within the field.

Form of tuition
Lectures and tutor groups
Contact hours: 168 (22 lecture, 12 tutor group, 134 self-study)

Type of assessment
- Multiple-choice exam (50%) + final assignment assignment (50%). Both grades need to be at least 5.5.
- Attendance requirement for the tutor groups.

If the attendance requirement is not met, the tutor groups must be followed again and a new assignment must be submitted.

Course reading
Larsen, R., Buss, D.& Wismeijer, A. & Song, J. (2017). Personality psychology: Domains of knowledge about human nature (2st ed.) McGraw-Hill.

Registration procedure
Students need to sign in for the course, lectures, work group and exam via VUnet.

For students from the Premaster class (PMC) Educational Sciences following this course, an adjusted programme applies. These students only follow the lectures, not the tutor groups. The PMC students must register at the study administration using a separate course code , namely P_PPERSON and they will receive 3 EC upon successful completion of the course.

Remarks
This course is a prerequisite for NVO registration.
Lectures in English, work groups in English or Dutch depending on chosen study track.

Philosophy and Neuroethics

Course code	W_BA_PNEU ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. G. Meynen
Examinator	dr. G. Meynen
Teaching staff	dr. G. Meynen
Teaching method(s)	Lecture, Study Group
Level	200

Course content
In this course students are introduced to the most important schools of thought and key concepts in philosophical and ethical debates on the impact of neurotechnologies on society, more specifically, on healthcare and criminal law. Topics include: the problem of mind and brain, history and philosophy of neuroscience, and assessments of criminal responsibility in light of neuroscientific developments.

Form of tuition
(Interactive) lectures

Type of assessment
Written exam

Course reading
See the course manual

Remarks
This course is part of the Universiteitsminor Technology, Law and Ethics

Philosophy and Psychology

Course code	P_BFILPSY (812020)
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. E. Koster
Examinator	dr. E. Koster
Teaching staff	dr. E. Koster, prof. dr. M.R.M. ter Hark, dr. J.J.W. Wieland
Teaching method(s)	Lecture, Study Group
Level	200

Philosophy of Mind II

Course code	W_BA_PHMII ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Geesteswetenschappen
Coordinator	prof. dr. L.B. Decock
Examinator	prof. dr. L.B. Decock
Teaching staff	prof. dr. L.B. Decock
Teaching method(s)	Lecture
Level	300

Philosophy of Science Minor

Course code	W_BA_MWET ()
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. ir. G.J. de Ridder
Examinator	dr. ir. G.J. de Ridder
Teaching staff	dr. ir. G.J. de Ridder
Teaching method(s)	Lecture
Level	300

Preminor Leadership and Cooperation

Course code	P_BLECO ()
Period	Period 5+6
Credits	12.0
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. M. Kandrik
Examinator	dr. M. Kandrik
Teaching staff	dr. M. Kandrik, dr. K.W. Wawoe
Teaching method(s)	Lecture, Study Group

Course objective
This course is a first introduction to the main themes, research methods and practical applications in the field of Leadership and Cooperation. By the end of htis course you will have knowledge about the selection and development of effective leaders, the ways in which effective leaders stimulate collaboration and create trust, different ways to reward employees, and the most important leadership theories, and you can apply this knowledge to explain and predict the behavior of leaders

and followers.

Course content
Leadership and cooperation re essential for the successful functioning of groups and organisations. Leadership means that one person (the leader) influences a group of people (which we also call followers) to achieve a common goal. So it is important that leaders encourage collaboration between their employees to achieve goals and contribute to the success of the
organisation. If you look at leadership in this way, you encounter leaders everywhere in daily life. An example of a leader is a football coach who works hard to make all the team members play together for the purpose of winning the cup. A mother who stimulates her three children to play together to ensure they grow up as social adults also exerts leadership. What leaders do you know? The coach of your hockey team, your tutor, the one student with whom you have collaborated on a team assignment, yourself? Are / were these people effective in stimulating cooperation and achieving goals? What made these people effective or less effective leaders?
Research has shown that leaders have an important influence on how employees feel and behave at work. The relationship between leaders and employees is even considered by employees as one of the main reasons why they like or not like their work. In this course, you explore the leadership literature to answer the above questions. In addition, via assignments you will discover your strengths and weaknesses that make you more / less effective as a leader.

Form of tuition
Lectures + tutorial groups

Type of assessment
MC exam (50%) + leadership assessment (50%)

Course reading
Scientific articles

Registration procedure
Student are required to enroll for the course, the classes, and the first exam option via VUnet

Programming for Humanities and Social Sciences

Course code	L_AABAALG069 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. H.D. van der Vliet
Examinator	dr. H.D. van der Vliet
Teaching staff	dr. H.D. van der Vliet, M.C. Postma MA, F. Ilievski, C.M. van Son
Teaching method(s)	Seminar
Level	300

Course objective
Goals of this course:
Get to know the basics of the Python programming language
Become an independent programmer, who is able to find solutions to new problems

Skills you will acquire during this course:
Learn how to deal with unstructured and structured data
Learn how to extract relevant statistics from large amounts of data
Learn how to share your code and results

Course content
As many humanities researchers use textual resources as their primary object of inquiry, you learn how to analyze the growing amount of digital text using the Python programming language. No programming knowledge is required; we believe that anyone can learn how to program.

You will learn how to extract information from text corpora; deal with different file types (plain text, CSV, JSON); deal with large amounts of data; and visualize and share your results. We will focus on readability and understandability of your code, so that you will be able to share it with others, and reuse your code in the future.

This is a practical course, in which you will get a lot of hands-on experience. Due to the nature of this course, active participation is required.

Form of tuition
Interactive practical sessions.
Although parts of the lectures will be about programming and language processing theory, the focus is on having interactive and practical sessions. Students are expected to actively participate and ask questions.

Type of assessment
Bi-weekly assignments (60%): The assignments are designed to practice your programming and problem solving skills. Moreover, they allow us to keep track of your progress, and identify topics that require more attention in class.
Midterm exam (40%): The midterm exam is designed to test your knowledge of Python. To pass this course, you need a passing grade (at least 5.5) on the midterm.

Course reading
To be announced on Canvas. All materials are freely available online. The course materials for 2016/2017 can be found here: https://github.com/cltl/python-for-text-analysis

Entry requirements
none

Target group
Students of the minor Digital Humanities and Social Analytics. Open to all other Bachelor students.

Remarks

This course is part of the minor Digital Humanities and Social Analytics and open for all interested students. Students are required to attend at least 80% of the classes. Students who fail to do so without a valid reason will be excluded from the course.

Psychological Interventions in complex problems

Course code	P_BPSINCP ()
Period	Period 5
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. M.J.H. Huibers
Examinator	prof. dr. M.J.H. Huibers
Teaching staff	dr. L.M. de Wit, prof. dr. M.J.H. Huibers
Teaching method(s)	Lecture, Study Group
Level	300

Psychological Interview Skills 1: Basic skills

Course code	P_BPSG1BA ()
Period	Period 6
Credits	3.0
Language of tuition	Bilingual
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	drs. I.J. Stuij MSc
Examinator	dr. L.M. de Wit
Teaching method(s)	Training
Level	100

Course objective
At the end of this training
• You can name the five basic listening skills and the five regulatory conversational skills
• You can use the listening and regulatory skills in a semi-structured interview, a problem-clarifying conversation and you can also generalise these skills to other forms of conversation.
• You know how much you control the listening and regulatory skills and how to further develop them.
• You know the feedback rules and you can adequately provide feedback on the use of the learned skills.

Course content
During the conversations you will be trained in collecting information by means of a conversation. How do you ensure that you get the best picture of what the other has to tell and how do you prevent yourself from viewing the information too much from your own frame of reference? The answer to these questions lies in applying the conversational skills. This you will thus practise a lot during this course.

Form of tuition
Tutor groups
Contact hours: 84 tutor group

Type of assessment
- Interview assignment and reflection report.
- Attendance requirement.
- An active attitude and good preparation for the meetings is a prerequisite for passing the course.

The final grade is based for 90% on the reflection report and 10% on the process (attendance and attitude, deadlines, preparation).

In case of failure, the reflection report can be rewritten. In that case a maximum grade of 6 applies. You can also choose to repeat both the interview and the report, then you can get a completely new grade.

The final mark will only be awarded when the course conditions have been met.

Course reading
Will become available prior to the course

Registration procedure
Students must sign in for the course and the practical sessions via VUnet.

Remarks
Work groups in English or Dutch, depending on chosen study track.

Psychological Interview Skills 2: Professional skills

Course code	P_BPSG2PV ()
Period	Period 3
Credits	3.0
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D.M. Dekker
Examinator	dr. D.M. Dekker
Teaching staff	dr. D.M. Dekker
Teaching method(s)	Training
Level	200

Course objective
This course builds upon the course Psychological Communication 1:Basic Skills. The aim of the course is to apply the various basic skills in 3 major practical situations: presentation, interviews and conflict management. In the first two meetings, you will learn to present yourself briefly, create a catchy introduction for a presentation, and create supportive PowerPoint slides for your presentation. Then, in two meetings, attention is given to participating in a structured selection interview. You write a letter of application and compile your CV, on which you receive feedback, and learn to think of interview questions based on this information. In the last two meetings, you get acquainted with the world of conflict management. Through various role-playing games you practice your skills to resolve conflicts.

Course content
Professional communication skills are indispensable when you work for an organization. For example, think of presenting yourself during your job interview, negotiating your salary during your yearly appraisal session or chairing a meeting. In all these situations, it is important that you have certain basic skills. For example, you need the ability to listen carefully, ask questions, accurately summarize what someone has said and give constructive feedback. Many of these skills are learned by bringing it into practise, not just at work but also outside. In your education programme the foundation is laid for the development of these skills, which will be sharpened and refined in practice. In the course Psychological Communication I you have already learned the basic skills. In this course these skills will be refreshed and then applied in different practical situations.

Form of tuition
Tutor groups
Contact hours 85 (18 tutor group, 67 self-study)

Type of assessment
There is an assignment for each topic (performance, interviewing, and conflict management). For each assignment you get a separate grade and the final grade consists of the average of these three grades. Although it is possible to compensate, all three assignments must be submitted.
- Attendance requirement for the tutor groups

Course reading
Gramsbergen-Hoogland, Y.H. & Van der Molen, H.T. (2013). Gesprekken in organisaties (5e druk). Groningen: Noordhoff (+ artikelen). Literature will change in 2018-2019.

Registration procedure
Students need to sign in for the course and tutor groups via VUnet.

Remarks
This course will be available in English in 2018-2019.

Psychopharmacology

Course code	P_BPSYFAR ()
Period	Period 3
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. J.B. Deijen
Examinator	dr. J.B. Deijen
Teaching staff	dr. J.B. Deijen
Teaching method(s)	Lecture
Level	300

Course objective
Provide knowledge about the functioning and use of psychopharmaca, about neuropsychiatric disorders and the neurobiological basis thereof.
In addition, gain insight into pharmacological intervention methods with

respect to these disorders. Also, some attention is paid to the relationship between hormones and behaviour.

Course content
Explanation of the neurobiological concepts underlying the psychopharmacological treatment of neuropsychiatric disorders. Basic and clinical information is provided about the working and use of psychotropic drugs. The chemical neurotransmission is discussed in depth. Topics include the neurobiology of the action of drugs such as antidepressants, anxiolytics and antipsychotics. Attention is also paid to (the treatment of) psychiatric disorders such as depression and schizophrenia.
In addition, some attention is paid to 'cognitive enhancers' and 'neuroprotective agents' such as psychostimulants, vitamins, neuropeptides and hormones

Form of tuition
Lectures

Type of assessment
Multiple choice exam

Course reading
Stahl's Essential Psychopharmacology. Neuroscientific Basis and Practical Applications. Fourth (4e) Edition (May 2013). Cambridge University Press.

Psychophysiological and Cogn. Appl.

Course code	P_BPCAPP ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. J.C.N. de Geus
Examinator	prof. dr. J.C.N. de Geus
Teaching staff	prof. dr. J.C.N. de Geus, dr. D.J. Heslenfeld, dr. ing. E. van der Burg
Teaching method(s)	Lecture, Practical
Level	300

Course objective
- 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

Course content
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.

Form of tuition
Lectures and practicals.

Type of assessment
Written examination (50% of grade) of literature and execution of a short data collection experiment (25%) and the signal analysis on the data collected (25%).

Course reading
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 details on BlackBoard

Entry requirements
Finished 2nd year of the Bachelor Psychology, Education sciences or Movement Sciences

Remarks
Course registration must be completed before November 1, as sufficient assistance and rooms for practicals need to be organized up front.

The course is taught in English

As of 2018-19 this course is no longer part of the University minor. Students who still need to complete this course for the UM can contact the course coordinator.

Rehabilitation

Course code	B_REVAL (900412)
Period	Period 1
Credits	6.0
Language of tuition	Dutch

Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. T.W.J. Janssen
Examinator	prof. dr. T.W.J. Janssen
Teaching staff	prof. dr. T.W.J. Janssen
Teaching method(s)	Lecture, Practical
Level	300

Religions and Gender

Course code	G_RELGEN ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Godgeleerdheid
Coordinator	dr. L. Minnema
Examinator	dr. L. Minnema
Teaching staff	dr. L. Minnema
Teaching method(s)	Lecture
Level	300

Course objective
Learning objectives
• The student is able to describe analytically how certain aspects of gender have been or become an issue in religions
• The student is able to articulate major parallels and differences between a number of religious traditions in their approaches to gender issues in the past and present
• The student is able to switch from the religious insider view to the academic outsider view and back again

Course content
Course content
This course introduces students to a broad spectrum of religions in the past and present dealing with aspects of gender. Gender issues related to male and female models in religious narratives, historical shifts in the religious status of women, mother goddesses and female power, religious views of homosexuality, notions of masculinity and power in religious politics, will be addressed across cultures and religions. The variety of religious traditions under consideration illustrates religious diversity. But there is more to it. Careful comparisons enable students to discover underlying patterns of similarity.
Six sessions will focus on the following six themes:
1. Male and female role models and stereotypes in ancient narratives: mythological and legendary couples and gender differences in the Babylonian Gilgamesh epic, the Greek Odyssey epic, the Hindu Mahabharata and Ramayana epics
2. The changing religious status of women during three crucial shifts in the world history of religions: the Neolithic, Axial Age, and Modernization breakthroughs
3. Cross-cultural comparison of mother goddesses and female power: the Shinto goddess Amaterasu in Japan, the Hindu goddess Durga in India, the Greek goddess Demeter in Minor Asia

4. The image of Mary in Christianity and Islam: virgin, Madonna, mother, heroine, virtue, saint, queen
5. Religious politics and symbols of masculinity and power in contemporary Hinduism
6. Religious rules and attitudes regarding homosexuality in Buddhism and in Islam

Form of tuition
lectures

Type of assessment
Assessment - written exam

Course reading
articles and book chapters (see Canvas)

Entry requirements
Prerequisites - none

Research Methods 1

Course code	P_BMETHOD_1 ()
Period	Period 1
Credits	6.0
Language of tuition	Bilingual
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. S.A. Los
Examinator	dr. S.A. Los
Teaching staff	dr. S.A. Los
Teaching method(s)	Lecture, Seminar
Level	100

Course objective
To get familiar with the methods of empirical research in order to be able to independently engage in scientific reasoning and communication. You will be introduced to a large number of methodological concepts and ways of thinking and learn to apply them to relatively simple problems. You will also practice scientific reporting.

Course content
Topics will include:
- the nature of scientific knowledge
- logical reasoning
- empirical cycle
- descriptive, relational, experimental, and quasi-experimental research methods
- scales of measurement
- reliability and validity
- independent, dependent, and confounding variables
- within and between subjects designs
- factorial designs
- main effects and interaction effects
- single subject designs
- sample and population
- the role of statistics in empirical research

- null hypothesis significance testing
- paired and unpaired t-tests

Form of tuition
Two lectures and one tutor group per week
Contact hours: 168 (28 lecture, 14 tutor group, 3 exam, 123 self-study).

Type of assessment
- Exam (multiple choice; 60%) and assignment (final report; 40%). Both constituent grades should be a passing grade (5.5 or higher) to pass the course.
- Attendance requirement for the tutor groups

Individual grades (exam and final assignment) are also valid in the year following the course. This is also the case in 2017-18 for individual grades obtained 2016-17.

Course reading
- Graziano, AM & Raulin, ML. (2014) Research Methods; A Process of Inquiry. Eighth Edition (verkrijgbaar in de VU boekhandel).
- Los, S.A. The role of statistics in behavioral research. Syllabus die als pdf beschikbaar zal worden gemaakt.
- American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: American Psychological Association.
- Werkboek Methodologie 1.

Registration procedure
Students cannot sign up for this course through VUnet. They are registered by the study administration.

Remarks
Lectures and work groups in English or lectures and work groups in Dutch, depending on chosen study track.

Research Methods 2

Course code	P_BMETHOD_2 ()
Period	Period 5+6
Credits	6.0
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D.J. Heslenfeld
Examinator	dr. D.J. Heslenfeld
Teaching staff	dr. D.J. Heslenfeld
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
To increase methodological knowledge, and integrate knowledge of methodology, statistics and diagnostics by independently conducting, analyzing and reporting an empirical study.

Course content
During Methodology 2 you will make use of all you learned over the past years. You use your knowledge about psychological or pedagogical

theories, your knowledge of designs, statistics, and diagnostics in a collbaoration with a number of fellow students to independently conduct an investigation, and to report on the results (individually). In addition, you increase your methodological knowledge by focusing on a number of topics, including: experimental, non-experimental and single-subject designs, internal, external and ecological validity, meta-analysis, power analysis, sampling, ethics.

Form of tuition
Lectures and work groups.
Attendence during work groups is required.

Type of assessment
Exam and final assignment. The final grade is the unweighted average of the grade for the exam and the grade for the final assignment. Both must be sufficient.
- The exam examines the theoretical knowledge dealt with in Whitley & Kite (2013) and during the lectures and counts for 50% of the final grade.
- The final assignment tests insight and command of setting up, performing and reporting experimental scientific work and counts for 50% of the final grade.

Course reading
A number of books have been used previously.
- work book Methodology 2 via BlackBoard
- Computer programme SPSS available via Surf.
- Pallant, J. (2013). SPSS Survival Manual. McGraw Hill.
- Whitley, B.E. & Kite, M.E. (2013). Principles of research in behavioral science (3rd Edition). New York: Routledge. (High discount via VU-book store!)

Recommended background knowledge
Methodology 1

Registration procedure
Students will need to register for the course, work groups and the exam via VUNET.

Remarks
The work groups (attendance required) should preferably be taken in the B2 year and are limited availabe for students who failed the course the first time.

The grades (examination and final assignment) are also valid in the next year. This is also the case in 2017-18 for grades obtained in 2016-17.

Research Paper Migration Studies

Course code	L_GWBAALG003 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. N.F.F. Karrouche
Examinator	dr. N.F.F. Karrouche

Teaching staff	dr. N.F.F. Karrouche
Teaching method(s)	Seminar
Level	300

Course objective
(1) Students are able to produce a well structured and well written paper on a self-chosen topic in correct English. The paper will deal with the topic of migration and will be based on secondary scientific literature, an anthropological fieldwork, a historical study or law study, with correct references and citations. (2) Students are able to communicate and discuss their preliminary results in a presentation.

Course content
This course aims at training and improving students' academic research and writing skills in the field of migration studies and will result in an academic paper of 6000 - 7500 words (footnotes, bibliography and appendices not included). This course will guide students through the various stages of writing a larger academic paper, such as: selecting relevant literature and sources; phrasing a research question; planning, drafting and revising the manuscript and using references. Attention will also be paid to research ethics and scholarly integrity. Students work under the supervision of a migration scholar in the Humanities, Social Sciences or Law faculty. The seminars will outline and introduce main issues of academic writing and will support the research and writing process. The final result of this course is a well-structured research paper which answers a self-selected research question by means of a critical analysis of an anthropological fieldwork, historical study, law study and secondary literature.

Form of tuition
Seminars, independent study.

Type of assessment
Research paper, presentation.

Entry requirements
Students have completed the course 'Introduction to Migration Studies'.

Target group
Students enrolled in the Migration Studies minor.

Remarks
This course is part of the minor 'Migration Studies'.

Research Project Political Science

Course code	S_RPPS ()
Period	Period 2+3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	H.L.M. Muehlenhoff
Examinator	H.L.M. Muehlenhoff
Teaching staff	H. Mercenier

Teaching method(s)	Study-group
Level	300

Course objective
At the end of the course students will have:
- Improved their skills to analyze and interpret political data and evaluate the quality, validity and usefullness of political science research findings;
- Successfully carried out a limited group research project, applying and refining academic, writing and research skills aquired before;
- Shown their ability to work in a team and contribute to a group product;
- Written a group research paper according to the Political Science Writing Guide, and demonstrating their ability to clearly communicate their research findings and the acquired political science knowledge;
- Shown a critical attitude towards political science literature and established points of view;
- Demonstrated intellectual integrity and the ability to be self-critical.

Course content
This seminar will require students to apply at a more advanced level the academic and research skills they have already acquired within the first year of political science for political science bachelor students or in their own bachelor's for those who follow the minor political science, and apply these skills to a small research project of their own, to be carried out in a small group. The research project will have to address a relevant question pertaining to the content of either of two parallel courses followed in period 2 (EU Governance in an International Context and Global Political Economy in the track Mondiale Politiek or Economie van Markt & Overheid in Nationale Politiek en Bestuur). Class attendence is mandatory.

Form of tuition
Tutorials.

Type of assessment
Written assignments; class participation.

Course reading
To be announced.

Target group
Bachelor political science students and minor political science.

Registration procedure
In this course you can not enroll yourself for the tutorials, but you will be assigned by the course coordinator. At the latest in the first week of the course you will find to which tutorial you are assigned in your personal schedule in VUnet.
Note: You do have to register for the course, with the corresponding parts!

Research toolbox

Course code	P_BRESTBX ()
Period	Period 2

Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D.J. Heslenfeld
Examinator	dr. D.J. Heslenfeld
Teaching staff	dr. D.J. Heslenfeld, dr. ing. E. van der Burg
Teaching method(s)	Lecture, Practical
Level	300

Course objective
Students are acquainted with some important paradigms currently being used in psychology. They receive hands-on experience with these paradigms, and consolidate their skills in analyzing data and reporting results.

Course content
Students are introduced to a couple of paradigms. These could, for example, be
the Trust Game, Implicit Association Test, Learning Games, Physiological stress measurement, Attentional capture & emotion, Memory & von Restorff

Form of tuition
Each paradigm is introduced in a plenary lecture. Students then split up in groups of four to five, and perform an experiment that is exemplary for an oft-used paradigm in psychology. They are supervised by one staff member, who provides them with a little guidebook that explains the paradigm, explains the experiment to be performed, describes exactly what they are supposed to do, and that gives criteria for how to report the results. Students then work as a group on the assignment, using one-another as testing persons where possible.

Type of assessment
Students are judged on the basis of their presence and participation in the group (50%), on the basis of the reports emanating from their group (50%). The fact that students are also graded on the basis of group papers gives them a strong incentive to cooperate and to perform internal quality checks. Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
Syllabus, distributed via Canvas.

Research toolbox (Honours Programme)

Course code	P_HRESTBX ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D.J. Heslenfeld
Examinator	dr. D.J. Heslenfeld
Teaching staff	dr. D.J. Heslenfeld
Teaching method(s)	Lecture

Level	300

Course objective
Students are acquainted with some important paradigms currently being used in psychology. They receive hands-on experience with these paradigms, and consolidate their skills in analyzing data and reporting results.

Course content
Students are introduced to five paradigms. These could, for example, be the Trust Game, Implicit Association Test, Learning Games, Physiological stress measurement, Attentional capture & emotion, Memory & von Restorff.

Form of tuition
Each paradigm is introduced in a plenary lecture. Students then split up in groups of four to five, and perform an experiment that is exemplary for an oft-used paradigm in psychology. They are supervised by one staff member, who provides them with a little guidebook that explains the paradigm, explains the experiment to be performed, describes exactly what they are supposed to do, and that gives criteria for how to report the results. Students then work as a group on the assignment, using one-another as testing persons where possible.

Type of assessment
Students are judged on the basis of their presence and participation in the group (50%), on the basis of the reports emanating from their group (50%). The fact that students are also graded on the basis of group papers gives them a strong incentive to cooperate and to perform internal quality checks. Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
Syllabus, distributed via Canvas

Research Tutorial

Course code	L_GABAALG014 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	prof. dr. F.A. van Lieburg
Examinator	prof. dr. F.A. van Lieburg
Teaching staff	prof. dr. F.A. van Lieburg
Teaching method(s)	Seminar
Level	300

Course objective
Individual deepening of your expertise in one of the fields you have studied in the other minor courses.

Course content

Dependent on your personal choice under supervision of your teacher.

Form of tuition
Self tuition by reading and writing under supervision of your teacher.

Type of assessment
Paper.

Entry requirements
Completed other courses in the minor History.

Target group
All BA3 students.

Remarks
This research tutorial is part of the minor History.

Risk Assessment

Course code	P_BRISICO (823035)
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. M. Bonnet
Examinator	dr. M. Bonnet
Teaching staff	drs. J.M.C. Aalberts, dr. M. Bonnet
Teaching method(s)	Lecture, Seminar
Level	300

Robot Law and Artificial Intelligence

Course code	R_RLAI ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	dr. mr. M. van der Linden
Examinator	dr. mr. M. van der Linden
Teaching staff	prof. dr. A. Lodder
Teaching method(s)	Lecture, Tutorial
Level	200

Course objective
Robot Law and Artificial Intelligence focuses on the societal impact of technological constructs such as intelligent software, robots, drones and nano-bots. The student will learn and understand the profound influence that the autonomous and intelligent technological constructs may have on society, as well as the ethical consequences and legal implications thereof. The student will be able to develop an academic, sound judgement on the future of a robotic society from an ethical and

legal perspective.The student will be able to analyze and critically evaluate the legal-ethical dimensions of issues relating to the use of intelligent software, robots, drones and nano robots.

Course content
For long Robots and Artificial Intelligence used to belong to science fiction movies and stories as well as was discussed in theoretical academic and popular articles. In recent years both Robots and Artificial Intelligence gradually but strongly is moving away from theory and entering our daily lives. This course focuses on those practical developments, and what role law and ethics play. We do not stick to present technology, but include profecies on how society may change in the not so far off future and what we can and should do about it.

Form of tuition
Lectures and tutorials

Type of assessment
Assignments

Course reading
Made available via electronic learning environment, e.g. parts of Robot Law (2016) edited by Calo, Froomkin & Kerr

Target group
Apart from regular students, the course is also available for:
Students from other universities/faculties
Contractor (students who pay for one course).

S&O Professional Skills

Course code	P_BSOPSK ()
Period	Period 2
Credits	6.0
Language of tuition	English
Coordinator	dr. K. Mortier
Examinator	dr. K. Mortier
Teaching staff	dr. K. Mortier
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
After completing this course, the student will
- have developed a conscious professional attitude, taking advantage of the use of communication skills, self-awareness and insights from the social and / or occupational and organisational psychologist
- be able to provide an overview of the work of a social psychologist or a occupational and organisational psychologist
by means of literature research, internet and a conversation within the professional network.
- be capable of presenting scientific research in a professional manner
- be able to present him/herself presssionally at the labor market
- have insight into his/her own interests and talents as well as weaknesses

Course content
The work groups consist of two parts: orientation within the work field and personal development.
In the work field orientation, students will become familiar with the possible fields of work of the social and / or occupational and Organisational psychologist. Questions like "What does a psychologist do for work" and "What tasks are involved" etc. are being discussed. In addition, the students hold a networking conversation with someone who is working as a S & O psychologist.
In the personal development section, students will learn to give a professional presentation, emphasizing, among other things how to make a powerpoint, the structure, how to handle questions from the public and how one is viewed by the public. We use self-reflection (identifying strengts and weaknesses), map talents and see how they can be used in the labor market.
Attention will also be paid to the preparation of a CV, networking, job interviews, while creating a professional portfolio. Time management, social skills (such as saying no, assertiveness and providing and receiving criticism) and didactic skills are also addressed. The student will develop and execute a training programme.

Form of tuition
Work groups

Type of assessment
Network conversation (30%), presentation (30%), professional portfolio (20%), training (20%)

Course reading
Articles as part of each work groups

Sensation and Perception

Course code	P_BSENPER ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. W. Donk
Examinator	dr. W. Donk
Teaching staff	dr. W. Donk, A.M. van Loon
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
To familiarize students with various approaches to sensation and perception

Course content
This course provides an introduction to the fundamental principles of sensation and perception and reviews major developments in this area. The primary focus will be on physiological, psychophysical, and cognitive approaches to visual, and, to a lesser extent, auditory perception.

Form of tuition
Interactive lectures (requiring active participation)

Type of assessment
Written examination: open end questions.

Course reading
Goldstein, E.B. & Brockmole, J.R. (2017). Sensation and Perception, 10th Edition. Belmont, CA: Wadsworth, Cengage Learning.

Recommended background knowledge
There are no formal qualifications required other than the general requirements applicable for all third-year courses.

Remarks
Sensation and Perception will be taught in English.

Sensation and Perception (Honours Programme)

Course code	P_HSENPER ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. W. Donk
Examinator	dr. W. Donk
Teaching staff	dr. W. Donk, A.M. van Loon
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
To familiarize students with various approaches to sensation and perception

Course content
This course provides an introduction to the fundamental principles of sensation and perception and reviews major developments in this area. The primary focus will be on physiological, psychophysical, and cognitive approaches to visual, and, to a lesser extent, auditory perception.

Form of tuition
Interactive lectures (requiring active participation)

Type of assessment
Written examination: open end questions.

Course reading
Goldstein, E.B. & Brockmole, J.R. (2017). Sensation and Perception, 10th Edition. Belmont, CA: Wadsworth, Cengage Learning.

Recommended background knowledge
There are no formal qualifications required other than the general requirements applicable for all third-year courses.

Remarks
Sensation and Perception will be taught in English.

Sensorimotor Coordination

Course code	B_SENSOCOR ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. A.M.L. Kappers
Examinator	dr. C.E. Peper
Teaching staff	dr. C.E. Peper, prof. dr. A.M.L. Kappers
Teaching method(s)	Lecture, Seminar, Practical
Level	200

Social Psychology

Course code	P_BSOCPSY ()
Period	Period 4
Credits	6.0
Language of tuition	Bilingual
Coordinator	dr. J.W. van Prooijen
Examinator	dr. J.W. van Prooijen
Teaching staff	dr. J.W. van Prooijen
Teaching method(s)	Lecture, Study Group
Level	100

Course objective
The aim of this course is to provide insight into the social-psychological approach towards (theoretical and practical) questions related to the functioning of people in their social environment.

Course content
The lectures will provide an overview of the main topics within Social Psychology, by showing how "classic" studies gave rise to the development of knowledge concerning the functioning of people in their social environment. Topics include:
- Social thinking: How do impressions about others emerge, how do we form our opinions, how do we interpret our own behavior, and what is the influence of heuristics in the way we think about others?
- Social impact: Why do people adapt to others, how does persuasion work, why do people behave differently in a group than when they are alone, and what is the impact of status differences between people?
- Social relations: Why do people behave aggressively towards others, under what circumstances do we tend to help one another (or not), how do friendships and romantic relationships arise between people, how does prejudice against groups of people develop, and what can one do to counteract discrimination?

Form of tuition
Lectures and tutor groups
Contact hours: 168 (28 lecture, 14 tutor group, 3 exam, 123 self-study).

Type of assessment
- Multiple-choice exam.
- Attendance requirement for the tutor groups

Course reading
- Myers, D., Abell, J., & Sani, F. (2014). Social Psychology (2nd Edition). Berkshire, UK: McGraw-Hill
ISBN-13 9780077152352
ISBN-10 0077152352

- Additional articles

Registration procedure
Students need to sign in for the course, lectures, tutor group and exam.

Remarks
Lectures in English, work groups in English or Dutch depending on chosen study track.

Sport Psychology

Course code	B_SPORTPSY (900554)
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. R.R.D. Oudejans
Examinator	dr. R.R.D. Oudejans
Teaching staff	dr. R.R.D. Oudejans
Teaching method(s)	Lecture
Level	200

State, Power and Conflict

Course code	S_SPC ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. E.B. van Apeldoorn
Examinator	dr. E.B. van Apeldoorn
Teaching staff	dr. E.B. van Apeldoorn
Teaching method(s)	Lecture
Level	100

Course objective
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 patters 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.

Course content
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.

Form of tuition
Lectures

Course reading
- Nye, J., en D. Welch Understanding Global Conflict and Cooperation: An Introduction. Latest International Edition. Pearson.

- To be announced

Statistics 1

Course code	P_BSTATIS_1 ()
Period	Period 2
Credits	6.0
Language of tuition	Bilingual
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. I. Cornelisz
Examinator	dr. I. Cornelisz

Teaching staff	prof. dr. M. Meeter, dr. I. Cornelisz
Teaching method(s)	Lecture, Seminar
Level	100

Course objective
During Statistics 1, you learn not only the main statistical concepts and formulas used by psychologists and educators, but also how they are applied.

Course content
In addition to the already known concepts, population and sample, average, variance and correlation (from Methodology 1), you will also learn more about variables, probability, frequency distribution, dependent and independent events. Odds calculation is also included in the course. Much attention will be given to the question how you can make statements about a population based on a sample of that population. In other words, how to calculate confidence intervals and how to apply statistical tests. You will learn what significance and statistical power means, and why the size of the sample, the size of differences and the degree of association matter. You will learn the formulas for the t test and chi-square and when to apply these. Finally, you will learn about regression and how this technique is used to answer psychological and educational questions.

During the parallel tutor groups you will undertake exercises to help you deepen your understanding, among others by working with a data set based on responses from all first year students. You will use SPSS and report results in APA style.

Form of tuition
Lectures, tutor groups and assignments, digital support
Contact hours: 168 (28 lecture, 14 tutor group, 3 exam, 123 self-study).

Type of assessment
- Exam (multiple choice, 60%)
- Final assignment (40%)
- Attendance requirement for the work groups

Individual grades (exam and final assignment) are also valid in the year following the course. This is also the case in 2017-18 for individual grades obtained 2016-17.

Course reading
- Alan Agresti & Barbara Finlay (2014). Statistical Methods For The Social Sciences. Pearson Education International. (Only available at VU Bookstore with access code to MyStatLab with assigments and tests.)
- American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: American Psychological Association.
- Werkboek Statistiek 1 via Canvas
- Pallant J. SPSS Survival Manual (2013, 2016) McGraw Hill
- Computerprogramma SPSS available via Surf.

Registration procedure
Students cannot sign up for this course through VUnet. They are registered by the study administration.

Remarks
Lectures and work groups in English or lectures and work groups in Dutch, depending on chosen study track.

Statistics 2

Course code	P_BSTATIS_2 ()
Period	Period 4
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. M.H.M. de Moor
Examinator	dr. M.H.M. de Moor
Teaching staff	dr. M.H.M. de Moor
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
To learn and apply the statistical theory, including: Multiple regression, Anova, Ancova and more general models used in psychology and education. Refreshment of the Statistics 1 materials.

Course content
During Statistics 1, you have learned how to visualise, calculate and test the differences between two groups or the relationships between two variables, while also obtaining the confidence intervals. During Statistics 2 you expand this knowledge. You will learn how to compare multiple groups and how to analyze the relationships between three or more variables. In addition, you will learn what is making models entails. During the parallel tutor groups, you analyze data sets and learn how to describe the statistical method, display results, and formulate conclusions. You will independently practise calculations in a digital learning environment.

Form of tuition
Lectures, tutor groups, digital support
Contact hours: 168 (28 lecture, 14 tutor group, 3 exam, 123 self-study)

Type of assessment
- Exam and final assignment. The final grade is the weighted average of the exam grade (60%) and the final assignment grade (40%). Both the exam and the final grade need to be 5.5 or higher.
- Attendance requirement for the tutor groups

Individual grades (exam and final assignment) are also valid in the year following the course. This is also the case in 2017-18 for individual grades obtained 2016-17.

Course reading
As used for Statistics 1:
- Alan Agresti & Barbara Finlay (2014). Statistical Methods For The Social Sciences. Pearson Education International. (available via the VU bookstore with access code to MyStatLab with assignments and exercises.)
- Work book Statistics 2 via Canvas

- Pallant J. SPSS Survival Manual (2013, 2016) McGraw Hill
- Computer programme SPSS available via Surf.
-Burton, Lorelle J. (2010). An interactive approach to writing essays and research reports in Psychology (3rd Edition) Wiley.

Remarks
This course will be available in English in 2018-2019.

Statistics 3, Clinical Track

Course code	P_BSTAT3KL ()
Period	Period 4
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. C.P.B.J. van Klaveren
Examinator	dr. C.P.B.J. van Klaveren
Teaching staff	prof. dr. M. Meeter, dr. C.P.B.J. van Klaveren
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
The aim of Statistics 3 for the clinical track is twofold: 1) Students learn to perform statistical analyses to be able to find answers to psychological questions, and 2) students
learn statistical analyses techniques to be able to judge academic knowledge about psychological issues.

During Statistics 3 students learn to test hypotheses in which multiple variables play a role simultaneously or jointly. The focus is on models in which one response variable is predicted based on one or more explanaotry variables. The response variable can be quantitative or categorical and may have been measured repeatedly.

In Statistics 3 for the clinical track students will also learn analysis techniques that are widely used in clinical research. These include techniques suitable for both non-experimental
research (eg longitudinal cohort studies) and experimental research

Course content
After a brief repeat of Statistics 1 and 2 (regression and variance models), the following models are presented: linear models incorporating more complex multivariate relationships
(mediation and moderation), models for categorical response variables (binary and ordinal / multinomial logistic regression) and models for repeated measurements (repeated measurements ANOVA, 'linear mixed' models'). These models are applied to existing data sets and articles.
The emphasis is on translating a research question into a model, statistical testing of the model by data analysis and translating the outcomes in the light of the research question.
Analyzes are performed in SPSS. In addition, students practice their understanding of these and related techniques by analyzing articles.

Form of tuition

Lectures, work groups, assignments

Type of assessment
Exam – tests the theoretical knowledge presented in Agresti & Finaly (2009/2014), Warner (2012) and during lectures and counts for 50% of the final grade.
Final assingment – tests insight and command of the skills obtained during assignments and work groups and counts for 50% of the final grade.

Course reading
Warner, R. M. (2013). Applied statistics: from bivariate through multivariate techniques: from bivariate through multivariate techniques. 2nd Edition. Sage. Chicago ISBN: 9781412991346

In addition, previous literature used in Statistics 1 and 2:
• Alan Agresti & Barbara Finlay (2009/2014). Statistical Methods for the Social Sciences. Fourth edition. Pearson Education International.
• Burton, L. J. (2007). An interactive approach to writing essays and research reports in Psychology. (3rd Edition of later) Wiley.

Entry requirements
No formal requirements but without a pass for Statistics 1 and Statistics 2 the course will be hard to follow.

Remarks
Individual grades (exam and final assignment) are also valid in the next year. This also goes in 2017-2018 for individual grades obtained in 2016-17.

Statistics 3, Social and Organizational psychology track.

Course code	P_BSTAT3SOP ()
Period	Period 4
Credits	6.0
Language of tuition	Dutch
Coordinator	dr. I. Cornelisz
Examinator	dr. I. Cornelisz
Teaching staff	dr. I. Cornelisz
Teaching method(s)	Lecture, Seminar
Level	300

Strategic Management of Technology and Innovation

Course code	E_BK3_SMTI ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	prof. dr. ir. J.J. Berends
Examinator	prof. dr. ir. J.J. Berends

Teaching staff	J.T. Hummel MSc
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
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.

Course content
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.

Form of tuition
Lectures
Tutorials

Type of assessment
Individual assignment
Group assignments
Written exam

Course reading
- Schilling, M. (2016). Strategic management of technological innovation (5th ed). Boston: McGraw-Hill.
- Selection of academic articles (listed in course manual)
- Lectures, tutorials, and lecture slides

Stress and Health

Course code	P_BSTRHEA ()
Period	Period 4

Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. A.H.M. Willemsen
Examinator	prof. dr. A.H.M. Willemsen
Teaching staff	prof. dr. A.H.M. Willemsen
Teaching method(s)	Lecture, Practical
Level	300

Course objective
Knowledge of recent insights into the relation between psychosocial factors and disease risk and an understanding of the underlying physiological mechanisms.

Course content
Overview of epidemiological studies which examine psychosocial factors and personality as risk factors for disease. The underlying physiological mechanisms will be discussed, with particular attention to the cardiovascular system, stress hormonal system and immune system. Students will use the VU-AMS cardiac monitor to obtain cardiovascular data during a day and night and analyze the data as part of the course.

Form of tuition
Lectures and practicals.

Type of assessment
Canvas assignments and paper.

Course reading
Series of articles in English and book chapters.

Remarks
The course is taught in English

Stress and Health (Honours Programme)

Course code	P_HSTRHEA (988022)
Period	Period 4
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. A.H.M. Willemsen
Examinator	prof. dr. A.H.M. Willemsen
Teaching staff	prof. dr. A.H.M. Willemsen
Teaching method(s)	Lecture, Practical
Level	300

Remarks
This course is taught in English.

Structural Policy

Course code	E_ME_SP ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. S. Hochguertel
Examinator	dr. S. Hochguertel
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
The objective of this course is to identify, justify, analyze and evaluate policy options to various current economic problems, including issues in
the fields of 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.

Course content
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:
• environment: externalities, property rights, tragedy of the commons, taxation, climate policy;
• competition policy and regulation: imperfect competition, market power, cartels, price-discrimination, regulation and de-regulation;
• 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;
• development and trade: analysis of living standards, provision of legal and political frameworks, trade protection, WTO.

During the course, both theoretical and empirical economic work in policy context is discussed.

Form of tuition
Lectures; tutorials

Type of assessment
Grade is average of problem sets (30 %) and written examination (70%), with written exam grade of at least 5.0.

Course reading
Background reference is: Daron Acemoglu, David Laibson and John A. List, 2016, Economics. Harlow, Essex: Pearson Education Ltd. ISBN13: 978-1-292-07920-2.
We further use J. Anthony Cookson, 2010, Intromediate Economics. (20 US$, ca. 18 EUR), downloadable from www.lulu.com/cookson as well as various academic papers and ancillary textbook chapters, and/or to be announced on Canvas.

Entry requirements
Basic knowledge of math and statistics, as provided in the academic core of any academic program at Vrije Universiteit Amsterdam or equivalent.

Recommended background knowledge
The course builds on a previous courses in the Minor Economics program, in particular, Foundations of Microeconomics. Familiarity with contents of that course is assumed. Familiarity includes a working knowledge of how to apply economic models in context and how to select and use appropriate graphical tools of analysis.

Target group
Third-year bachelor students of any major.

Remarks
This course is an integral part of the University Minor Economics; participants gain strongly from attending the entire minor program. This course prepares for Applications in Economic Policy, and has intersections with the course Business Cycles and Stabilization Policy.

Sustainability and Environmental Change

Course code	AB_1230 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. A.J.A. van Teeffelen
Examinator	dr. A.J.A. van Teeffelen
Teaching staff	prof. dr. J.C.J.H. Aerts, prof. dr. G.R. van der Werf, prof. dr. ir. P.H. Verburg, dr. A.J.A. van Teeffelen, T.I.E. Veldkamp MSc
Teaching method(s)	Lecture, Seminar

Course objective
In this course students learn about the environment's pivotal role in achieving sustainable solutions for human development, mainly focused on global environmental problems. After this course, students:
1. can explain key concepts from the natural sciences relevant for the study of sustainability;
2. can characterize key components of the environment, namely water, land and atmosphere, and can explain key processes affecting their characteristics;
3. can explain the role of the environment in socio-environmental systems;
4. can identify methods to quantify the state of the environment, and analyze environmental change;
5. can perform SWOT derived from the environmental conditions for specific sustainability challenges.

Course content
The environment plays a crucial role in supporting societies, for example by providing materials, energy, food, clean air, and clean water. Environmental conditions change over space and time, influenced by both natural and human factors. In this course students learn about the environment's pivotal role in achieving sustainable solutions for human development. Starting from the key environmental components water, land and atmosphere, we characterize environmental change and how that leads to other environmental and societal changes. Methods to assess environmental change are addressed and students identify for their specific case studies what strengths, opportunities, weaknesses, and threats are associated to the 'planet dimension'. The course comprises interactive lectures and exercises and is evaluated through an assignment and a written exam.

Form of tuition
The course is organized in thematic weeks, which provide students with an understanding of the specifics of the dimensions water, land and atmosphere, how these can be studied and how they interact. Each week has 1 to 2 lectures, in parallel to which students develop their assignment. Lectures (H) and assignment are supported by in-class discussions (W), reading material, and exercises.
Lectures (H) 15-20h
Workshops (W) 15-20h
Assignment ~45h
Self study ~80h

Type of assessment
The course will be evaluated through
1) Group Assignment (A): SWOT analysis in Planet domain for personal case in the form presentation & working paper (30% of final grade)
2) A closed-book written exam (E) (70% of final grade).
A minimum grade of 5.5 is required to pass the course. There is one resit opportunity for the exam. Assignments with a grade lower than 5.5 can be improved once, after which the maximum grade that can be obtained for the assignment is 6.0.

Course reading
- A textbook that introduces the planetary dimensions of sustainability (TBA)
- Selected articles as announce in the course guide (TBA), including:

o De Fries, R. S., Ellis, E. C., Chapin III, F. S., Matson, P. A., Turner II, B. L., Agrawal, A., … Syvitski, J. (2012). Planetary Opportunities: A Social Contract for Global Change Science to Contribute to a Sustainable Future. BioScience, 62(6), 603–606. http://doi.org/10.1525/bio.2012.62.6.11
o Wu, J. (2013). Landscape sustainability science: Ecosystem services and human well-being in changing landscapes. Landscape Ecology, 28(6), 999–1023. http://doi.org/10.1007/s10980-013-9894-9
- Open data sources, educational software packages, websites, videos etc

Recommended background knowledge
Grand Challenges (minor Sustainability: Global Challenges, Interdisciplinary Solutions. Period 1)

Target group
Students following the minor Sustainability: Global Challenges, Interdisciplinary Solutions.

Remarks
The course is coordinated by Dr. Astrid van Teeffelen, and Ted Veldkamp, MSc. Lecturers include Dr. Philip Ward, Prof. Guido van der Werf, Prof. Peter Verburg.

Sustainable Supply Chain Management

Course code	E_IBA3_SSCM ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	School of Business and Economics
Coordinator	dr. ir. D.A.M. Inghels
Examinator	dr. ir. D.A.M. Inghels
Teaching staff	dr. ir. D.A.M. Inghels
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
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

Course content
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 quantity 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.

Form of tuition
Lectures and computer tutorials

Type of assessment
Written exam – Individual assessment
(Interim) Assignment(s) – Group assessment

Course reading
Readings will be announced via Canvas.

Recommended background knowledge
It is recommended that students are familiar with key concepts and techniques from business or operations management and (business) mathematics.

Talent and Talent Identification

Course code	B_TALIDENT ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. D.L. Mann
Examinator	dr. D.L. Mann
Teaching staff	dr. D.L. Mann
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
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.

Course content
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.

Form of tuition
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)

Type of assessment
Textbook: Baker J., Cobley S., Schorer, J. (2012) Talent identification and development in sport. International perspectives. Routledge: Abingdon, Oxon

Text Mining for Digital Humanities

Course code	L_PABAALG004 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. A.S. Fokkens
Examinator	dr. A.S. Fokkens
Teaching staff	drs. E. Maks, dr. A.S. Fokkens
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
In this course, students are trained in systematic text analysis. In particular, we explore the process of identifying and annotating information in historic and contemporaneous texts such as novels, lyrics, letters, newspaper articles, movie scripts, blogs and

other other social media texts using manual and automatic methods. They will learn the implications for the theoretical models and concepts they are familiar with in their own discipline. Students will work on a research project of their choice and annotate them in a interdisciplinary context using different tools and methods. They will apply expert and crowd annotations, develop code-books and compare the results. Finally, they will use a machine-learning program for analyzing text and reflect on the performance of the automatic annotation. We will focus on high-level semantic annotations of, for example, (historic) events, entities and emotions that are of interest to a broader range of humanities and social and computer science students. Students present their findings in a research paper.

Course content
This module addresses the process of systematic text analysis through human and automatic annotation. Annotations make information that is implicit in data explicit allowing researchers to search their data systematically. This kind of research forces Humanities scholars and social scientists to represent their Interpretation of texts in a data structure. Computer science students will learn about how text mining technologies can be applied in Humanities and Social Sciences. Annotation requires the use of some type of interpretation model and it results in an analysis that can be compared across annotators. As such, annotation can be seen as an important step towards the formalization of humanities and social science as a discipline. The degree to which annotators agree or disagree (the so-called Inter Annotator Agreement) tells us something about the reproducibility of the interpretation process, the matureness of theoretical notions and the criteria used to apply them to real data. Different backgrounds of annotators will lead to different types of annotations. Linguists, (cultural-)historians, social-scientists, and literature-scientists will consider sources and data differently and consequently come to different annotations of the same source/data. The same holds for experts and non-experts. The former are traditionally involved in assigning metadata to sources, the latter do the same in crowd-sourcing initiatives. Finally, annotated data can be used to train machines to do the same. How does this work? Can a machine do better than humans? How do you evaluate this?

Form of tuition
Lecture, Seminar (2 hrs a week each)

Type of assessment
Paper

Course reading
To be announced

Entry requirements
None

Recommended background knowledge
Course: From Object to Data

Target group
3rd year bachelor students, in particular Humanities, Social Science and Computer Science

Remarks
This module is taught at the VU. Module registration at the VU is required.

The Book: Print vs Online

Course code	L_AABAALG067 ()
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. P.H. Moser
Examinator	dr. P.H. Moser
Teaching staff	dr. P.H. Moser
Teaching method(s)	Seminar
Level	200

The Developing Brain

Course code	AB_1059 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. M.C. van den Oever
Examinator	dr. M.C. van den Oever
Teaching staff	prof. dr. S. Spijker, dr. R.E. van Kesteren, dr. R.M. Meredith, dr. H.K.E. Vervaeke, dr. M.C. van den Oever
Teaching method(s)	Practical, Computer lab, Study Group, Lecture
Level	300

Course objective
Students acquire a basic understanding of the various stages of brain development that shape the life of individuals over time.

Course content
The brain performs differently at various ages; the young brain being very plastic, whereas the aging brain is gradually losing its adaptive capacity. Importantly, early and late brain development is affected by specific genetic factors and vulnerable to changes induced by environmental factors. These alterations can result in neurodevelopmental and neurodegenerative disorders.

In this course, we will discuss pre- and postnatal brain development. We will first focus on early development and its relation to brain disorders such as autism and mental retardation. Then, we will focus on brain development during childhood and adolescence and discuss issues related to this stage of development, such as sexual orientation, gender identity, schizophrenia and the effects of drugs of abuse (alcohol, nicotine). Lastly, concerning the aging brain, we will discuss healthy

brain aging as well as specific diseases of aging, such as Alzheimer's and Parkinson's disease.

Form of tuition
Lectures (34 hours)
Workgroups (7 hours)

Type of assessment
Exam (E; multiple choice questions and open questions): 80%
Academic skills assignment (A): 20%
Compensation: the average grade of both tests combined has to be >5.5.

Students have the option to resit the exam (E).

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

Literature on Canvas.

Recommended background knowledge
The course 'Cognitive Neuroscience' of the minor 'Brain & Mind'. Alternatively, a basic understanding of neurons, neurophysiology and neuroanatomy is required.

Target group
Students of the minor Brain & Mind.

Remarks
This minor course requires a minimum of 25 participants.

The Personal is Political: Biography, Gender and Diversity

Course code	L_AABAALG068 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. D.G. Hondius
Examinator	dr. D.G. Hondius
Teaching staff	dr. D.G. Hondius, dr. B. Boter, dr. J.C.A.P. Ribberink
Teaching method(s)	Seminar
Level	200

Course objective
1. Acquiring knowledge of and insight in the field of historical gender and diversity studies;
2. Acquiring knowledge of and insight in historical research perspectives;
3. Develop academic research skills;
4. Develop writing skills;
5. Develop presentation skills.

Course content

"The personal is political", was a well-known rallying slogan in the late 1970s women's movement. Modern historical research acknowledges the impact and influence of the many dimensions that shape individual lives, including gender, sexuality and sexual preference, ethnicity, race, age, religion and class. This seminar explores how these intersecting dimensions are present and influence the lives and biographies of politically engaged personalities, famous or unknown, by studying the genre of the political biography, autobiography and life writing. The seminar sets out with a short series of lectures by experts in the field, followed by writing and research assignments. Students will work at an individual paper, based in a biographical research project of their own choice; suggestions will be available. The course ends with student's presentations of their findings.

Form of tuition
Seminar (twice weekly), with assignments and several guest lectures . Meetings are scheduled on Wednesday morning and Friday morning, 10.00-12.45.

Type of assessment
- Active participation in class including following up the assignments (10%)
- Individual presentation of the outline of the individual research paper and how it links to the common reading in class (15%)
- Final discussion in semi-public seminar (15%)
- Final paper (4000 words) (60%)
Each element has to be satisfactory in order to pass the course.

Course reading
Literature will be made available for students in the first week of the course.

Entry requirements
Academic skills course (ACVA) passed.

Target group
BA2 students in History, Humanities, Social Sciences, Philosophy, and Medical Studies.

Remarks
This course is part of the Minor Gender and Diversity.

Urban Studies

Course code	S_UBS ()
Period	Period 1+2+3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. F. Colombijn
Examinator	dr. F. Colombijn
Teaching staff	dr. F. Colombijn
Teaching method(s)	Lecture, Study-group
Level	300

Course objective
Knowledge and Understanding. After having completed this course, the student has aquired knowledge and understanding of:
(1) key concepts in urban anthropology;
(2) the ways in which urban development and sustainable development are intertwined.

Application of knowledge and understanding. After having completed this course, the student has acquired the competences to:
(1) apply key concepts from urban anthropology to an ethnographic research in public spaces in Amsterdam;
(2) combine and compare key concepts in urban anthropology in a written argu-ment.

Attitude. After having completed this course, the student demonstrates:
(1) the ability to work in small research teams to carry out a small ethnographic research project;
(2) to report about the research projects in verbal and written form.

Course content
Cities around the world are centres of economic development, attracting domestic and foreign investors, visitors, and high-skilled and low-skilled migrants. Locked in a global competition for investments, cities need to be developed in a way that they are attractive to investors and become socially and ecologically sustainable. Social sustainability requires that different actors get their fair place in the city, in terms of income opportunities, and a space to dwell, meet, express oneself, and work. Ecological sustainability requires that cities reduce their ecological footprint, compensate environmental damage to the planet, and reuse as many resources as possible. Taking urban space as the focus of our attention in this course, we will go into politics, inequality, lifestyles, and liveability.

Form of tuition
lectures and tutorials

Type of assessment
written exam (50%) and joint research paper (50%).

Course reading
To be announced on Canvas.

Recommended background knowledge
There are no requirements, but ideally students have completed the courses Political and Economic Anthropology, and Development and Globalization (for BSc CAO and minor Anthropology), or Development and Globalization and Identity, Diversity and Inclusion (Minor DGC).

Target group
Bachelor 2 Culturele Antroplogie en Ontwikkelingssociologie; Minor Anthropolo-gy; Minor Development and Global Challenges; open as elective course to other students.

Remarks
This course fits into several programmes. It is part of the Bachelor Culturele An-tropologie en Ontwikkelingssociologie; it is the closing of the theme block “Development”, but in time follows directly on two

courses from the theme block “World Making” (in particular Identity, Diversity and Inclusion, and Nation and Migration). The themes of these courses –politics, inequality, development, globalization, diversity, identity, migration– all return in Urban Studies. In the same vein, Urban Studies is the closing of the minor Development and Global Challenges. For students of the minor Anthropology, the most memorable element will be their first experience with ethnographic fieldwork. While Urban Studies is integrated in all these programmes, the course can also be taken as an elective course of its own. It is the only course on Urban Studies offered in the Faculty of Social Sciences of Vrije Universiteit Amsterdam and it is especially interesting to exchange students who wish to get to know Amsterdam better.

Note that students are expected to attend three meetings of the “studielint” in November-December (all students) and in September-October (only students of the Bachelor Culturele Antropologie en Ontwikkelingssociologie and the minor Anthropology).

Visualizing Humanities and Social Analytics

Course code	L_AABAALG066 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. H.M.E.P. Kuijpers
Examinator	dr. H.M.E.P. Kuijpers
Teaching staff	dr. J.W.H.P. Verhagen, prof. dr. I.B. Leemans, dr. H.M.E.P. Kuijpers
Teaching method(s)	Seminar
Level	300

Course objective
• Students will become familiar with the concepts of data visualization in Digital Humanities and Social Analytics, and acquire practical skills in data visualization techniques such as graphs and digital maps.
• Practical skills will include: processing of spatial data and creating appealing map visualizations in Google Earth, QGIS, ESRI Story Maps and other map services; and the quantitative analysis of textual data (e.g. (social) media data) through AmCAT and R.
• Students will learn to critically reflect on the implications of the selection, structuring and manipulation of data as well as the choice of visualization techniques to present the outcomes of research projects.
• Students will learn to position their own work in the field of Digital Humanities and Social Analytics.
• Students will learn to apply their knowledge by developing their own research projects around a given dataset.
• Students will learn to collaborate in an interdisciplinary group, manage group processes, and communicate their results to an audience of peers and teachers.

Course content
This course will offer practical training in digital visualization techniques, placed in the broader scope of Digital Humanities and Social Analytics. Visualization of data plays an important role in exploring

and analysing quantitative data deriving from large and complex datasets, such as relational databases and text corpora varying from 17th century literature to newspaper archives to tweets. Visualizations can be used both to present the end results of research projects as well as to support all phases of the hermeneutic cycle of questioning, searching, aggregating and analysing data. They may reveal patterns and provide leads for new research questions. In this course students will become familiar with a number of visualization tools and learn to reflect critically on the way they can be used.

An important part of the classes will entail practical training in the processing of spatial and textual data. This course invites you to choose a personal research topic and will teach you basic practical skills in digital mapping and other visualisations to use in your own research. Digital mapping is a powerful visualization tool for both social science and humanities students who study events in space and time. The visualization of textual data will help you to manage and analyse large corpora of texts. You will define and investigate a research question, learn how to create and structure data and how to uncover patterns in your data through visualization. At the end of the course you will be able to use attractive visualizations to present your research results in both oral and written communications.

Form of tuition
Seminar, 2x2

Type of assessment
Participation, assignments and presentation (40%), research paper (60%)

Course reading
T.B.A.

Recommended background knowledge
This course is designed for students who study the minor Digital Humanities and Social Analytics. For other students it would be helpful to familiarize with the basics of digital data in advance. Please contact the instructors for more information and advice.

Target group
Students of the UvA & VU faculty of Humanities and Social Sciences, international exchange students as well as students of Informatics (UvA) and Computer Science (VU).

Registration procedure
This course is part of the joined UvA/VU Minor Digital Humanities and Social Analytics. This module is taught at the VU. Module registration at the VU is required for UvA students.

Remarks
This course is part of the minor Digital Humanities and Social Analytics. This module is
taught at the VU. Module registration at the VU is required.

Work and Organizational Psychology

Course code	P_BARORPS ()
Period	Period 2+3

Credits	9.0
Language of tuition	Dutch
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. F.H. Gerpott
Examinator	dr. F.H. Gerpott
Teaching staff	dr. K.W. Wawoe, dr. F.H. Gerpott
Teaching method(s)	Lecture, Study Group
Level	200

Course objective
This course presents a first introduction into the main themes, research methods and practical applications of Work and Organisational Psychology.

Course content
Three topics are discussed during the course: fundamentals of work and organisational psychology (what is it and how do you research it?), industrial psychology (human resource psychology) and organisational psychology (social psychology and organisational behavior). These global themes are then subdivided into a number of core topics, such as work performance, individual differences, staff selection, assessment, training, job motivation, stress, decision-making, leadership, diversity and team work.

Form of tuition
Tutor groups and lectures
Contact hours: 252 (11 lecture, 22 tutor group, 6 exam, 213 self-study)

Type of assessment
Two written exams

Course reading
- Landy, F. J., & Conte, J. M. (2013). Work in the 21st century: An introduction to Industrial and Organizational Psychology (4th ed.). Hoboken, NJ: John Wiley & Sons.
- Additional book chapters and articles

Registration procedure
Students need to sign in for the course, lectures, tutor groups and exam via VUnet.

Remarks
This course will be available in English in 2018-2019.

Writer at Work

Course code	L_NNBAALG002 ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Geesteswetenschappen
Coordinator	dr. J.H.C. Bel
Examinator	dr. J.H.C. Bel

Teaching staff	dr. J.H.C. Bel
Teaching method(s)	Excursion, Seminar
Level	300