



## History (research)

VU University Amsterdam - Faculteit der Geesteswetenschappen - M History (research) - 2016-2017

The master's degree course in history at the VU trains you to become a professional historian. The course is broad-based and also allows you to specialise in a particular area of history. All students follow a number of basic subjects. In addition you choose the broad master's curriculum or one of the five specialisation directions. If you decide to follow the broad master's curriculum then you make your own choice from the other subjects offered.

Each specialisation is based on one of the chairs of the History Department. The progress of your study is personally mentored by a member of the academic staff. Some specialisations are completely in English; others are in Dutch, but with some lectures in English.

In addition to the broad master's course, the master's degree course in history offers the following specialisations:

- Politics and Sovereignty (Contemporary history) (Dutch)
- Cultures of Knowledge - English language
- Medical History - Dutch language
- Religion and Society from Antiquity up to Today - English language
- Global Social History (15th-21st century) - English language
- Migration and Mobility (History and Anthropology, 19th - 21st century) - English language

[Opleidingsschema \(.doc\)](#)

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## Research Master History

Take the mandatory courses (60 ec) and choose:

- 2 specialisation modules (12 ec)
- free electives (30 ec)
- the 2 core courses (2x 9 ec) yearly alternate, for both 1st and 2nd year students (Core Course Environmental Humanities - Ecologies of the Stock Exchange in 2015-2016, and Travelling Ideas in 2016-17)

All students have to follow courses for at least 10 ec at one of the Research Schools

Programme components:

- [Specialisation Subjects Research Master History](#)
- [Research Master History Tutorials/Internship/Courses at National Research Schools](#)

Courses:

Name	Period	Credits	Code
<a href="#">Core Course Travelling Ideas</a>	Period 2+3	9.0	L_AAMPALG004
<a href="#">From Source to Public: The Historian's Flowchart through Imperial Eyes</a>	Period 1	6.0	L_GAMAGES022
<a href="#">History and Theory</a>	Period 2+3	6.0	L_GCMAGES014
<a href="#">Key Works in Contemporary Historical Thought</a>	Period 1	6.0	L_GAMAGES023
<a href="#">Research Master Thesis History</a>	Ac. Year (September)	30.0	L_GAMPGESSCR
<a href="#">Seminar Research Design 1</a>	Period 4	6.0	L_AAMPALG001
<a href="#">Seminar Research Design 2</a>	Period 2+3	6.0	L_AAMPALG002

## Specialisation Subjects Research Master History

Kies 1 groot onderzoeksvak (9 stp) en 1 klein onderzoeksvak (6 stp) uit het aanbod.

Courses:

Name	Period	Credits	Code
<a href="#">American/Atlantic History</a>	Period 4+5	6.0	L_GEMAGES011
<a href="#">From Constantine to Muhammad: Religion and Society in Late Antiquity</a>	Period 2	6.0	L_GOMAALG004
<a href="#">Globalizing Knowledge: Knowledge Societies in the Making, 8th-19th Centuries</a>	Period 2+3	6.0	L_GAMAGES025
<a href="#">Ideals, Power and the Third World</a>	Period 4+5	6.0	L_GAMAGES027

Landlocked and Waterbound	Period 2+3	6.0	L_GEMAGES010
Medical History Research Seminar 1: Doing Research	Period 5	6.0	L_GNMAGES013
Medical History Research Seminar 2: Medicine in Society	Period 5	6.0	L_GNMAGES015
Medical History, Introduction 1: Classic and Early Modern	Period 4	6.0	L_GNMAGES011
Medical History, Introduction 2: Contemporary	Period 4	6.0	L_GNMAGES012
Migrations and Circulations	Period 2+3	6.0	L_GAMAGES021
Neo-Calvinism & Religious Diversity	Period 2+3	6.0	L_GCMAGES017
Political Corruption and Good Governance in Modern History	Period 2+3	6.0	L_GCMAGES016
Race, Religion and Profit in the Atlantic World, 17th-19th century	Period 2+3	6.0	L_GAMAGES024
Science and Society in Historical Perspective	Period 4+5	6.0	X_400424
State Building and Democracy, 16th-21st century	Period 4+5	6.0	L_GAMAGES026
The Long History of European Reformations	Period 4+5	6.0	L_GAMAGES030
Topics in the History and Anthropology of Mobility	Period 4+5	6.0	L_GAMAGES029

## Research Master History Tutorials/Internship/Courses at National Research Schools

Students follow 20 ec tutorials/international fellowships/internships and also all students have to follow courses for at least 10 ec at one of the Research Schools.

Courses:

Name	Period	Credits	Code
Debates in Social and Economic History: Case Studies	Period 2+3	6.0	L_GAMPGES018
Debates in Social and Economic History: Introduction	Period 1	6.0	L_GAMPGES017
Summerschool	Period 6	6.0	L_GCMAGES010
Summerschool In Search of the Political. Representation, Inclusion and Exclusion	Period 6	6.0	L_GCMAGES018
Tutorial Master History	Ac. Year (September)	12.0	L_GAMPGES019

Tutorial Research Master History	Ac. Year (September)	12.0	L_GAMPGES020
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## American/Atlantic History

<b>Course code</b>	L_GEMAGES011 ()
<b>Period</b>	Period 4+5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. S.W. Verstegen
<b>Examinator</b>	dr. S.W. Verstegen
<b>Teaching staff</b>	dr. S.W. Verstegen
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Increase knowledge and insight; enable students to become engaged in the field of European economic integration and transatlantic relations.  
Getting acquainted with using (digital) sources.

### Course content

Between the end of the Second World War and the fall of the Berlin wall, Dutch economic politics had to change radically. Pushed hard by the Americans, the former colonial power became one of the strongest adherents of the idea of European economic and political integration. But within the new context, the small nation tried to balance its dependence on the German and continental developments with advocating a more Atlantic orientation vis à vis de United States and Britain. Using digital resources collected by the Huygens institute, this seminar offers an in-depth analyses of way this process came about during the development of European economic integration against the background of the Cold War.

### Type of assessment

Participation (attendance is mandatory); presentations and assignments (30%), research paper (70%).

### Course reading

M. Burgess, Federalism and the European Union. The building of Europe (Londen, New York 2005), reader.

### Entry requirements

Bachelor degree in history.

### Target group

Students MA and ResMA History.

### Remarks

This course is part of the MA History track 'Global Social History'.

## Core Course Travelling Ideas

<b>Course code</b>	L_AAMPALG004 ()
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<b>Period</b>	Period 2+3
<b>Credits</b>	9.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. C.A. Davids
<b>Examinator</b>	prof. dr. C.A. Davids
<b>Teaching staff</b>	prof. dr. C.A. Davids, prof. dr. P.D. Nyiri, dr. B. Boter
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	500

### **Course objective**

Aim of this course is to introduce students to the field of circulating ideas and knowledge in a global context and to train them in devising and executing a research project. This includes selecting, understanding and interpreting theoretical, historical and anthropological texts; using libraries, archives and other institutions that keep and provide access to relevant textual or visual collections; and in some cases using techniques of field research. The course focuses on finding, analysing and interpreting primary materials, while referring to various theories and methodologies of circulating ideas and knowledge in global context. Students work independently and discuss their results in a wider framework of historical debates. They will be trained to report both orally and in written form, at the highest academic level.

### **Course content**

This course offers an introduction into the expanding research field of circulating ideas and knowledge in global context. While the first part is grounded in discussion of key texts in the field, familiarizing students with key questions, concepts and theories from the humanities and social sciences, the second part will be strongly research-based. We will study how ideas such as 'welfare', 'security', 'equality' or 'happiness' travelled between different societies in the world in the early modern and modern periods and in what ways and why these ideas were transformed in the process. The lecturers welcome input from students who wish to suggest material or lead a session on a period or topic more closely related to their research: students are encouraged to connect the questions and issues discussed in this course to their own interests.

### **Form of tuition**

Seminar

### **Type of assessment**

Written assignments (30%), oral presentations (10 %), research paper (60 %).

### **Course reading**

See information on blackboardsite

### **Entry requirements**

BA

### **Target group**

Written assignments, oral presentations, research paper.

**Remarks**

Class attendance mandatory

## Debates in Social and Economic History: Case Studies

<b>Course code</b>	L_GAMPGES018 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. M.C. 't Hart
<b>Examinator</b>	prof. dr. M.C. 't Hart
<b>Teaching staff</b>	prof. dr. M.C. 't Hart, M. van Rossum BSc
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	500

**Course objective**

Introducing research master students to major themes in global social and economic history, teaching advanced skills for academic debating and comparative essay writing.

**Course content**

This course follows the first part called 'Debates in social and economic history: introduction', and looks at a number of in-depth studies related to global history, such as migration, the environment, revolutions, economic growth and capitalism, and science and technology. It consists of four bi-weekly sessions from 11.00-15.15 hours at VU Amsterdam where two senior historians will give introductions and you will engage in discussions based on written assignments that you have prepared. You also write an essay on a topic of your choice. This part of the course can only be attended by students who attended the introductory course.

At the end of the semester, all participants are invited to attend a final research seminar. During the seminar, the Research Master students who participated in the course present a paper or an essay, which will be commented upon by one of the PhD students of the Posthumus Institute.

**Form of tuition**

Seminars.

3 bi-weekly sessions from 11.00 – 15.30 on Fridays, in which two specialists will present their current research and engage in discussion with the students; students prepare the session by reading relevant literature and writing comments. One final workshop in January to present and discuss the final papers.

**Type of assessment**

Weekly essays (60%), paper (40%), grades 0-10.

**Course reading**

Provided by Blackboard.

**Entry requirements**



This part of the course can only be attended by students who attended the introductory course.

### Target group

Admitted as Research Master student.

### Remarks

This course is taught at IISG/Leiden. Presence required at all sessions. Special course as part of the N.W. Posthumus School programme for Research Master Students; At the VU this counts as a 6 credits course, nationally it counts as 5. This course is the follow-up of the introductory course of period 1 (Introduction).

For more details on the course see:

<http://www.ru.nl/posthumus/research-master/>

## Debates in Social and Economic History: Introduction

<b>Course code</b>	L_GAMPGES017 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. M.C. 't Hart
<b>Examinator</b>	prof. dr. M.C. 't Hart
<b>Teaching staff</b>	prof. dr. M.C. 't Hart, M. van Rossum BSc
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	500

### Course objective

Introducing research master students to major themes in global history, teaching advanced skills for academic debating and comparative essay writing.

### Course content

This course offers an introduction on historical debates concerning globalization, the Rise of the West and worldwide inequality, worldwide networks and global-local relations, and the consequences of globalization for identity formation.

### Form of tuition

3 bi-weekly sessions from 11.00 – 15.30 on Fridays, in which two specialists will present their current research and engage in discussion with the students; students prepare the session by reading relevant literature and writing comments.

### Type of assessment

Weekly essays (100%), grades 0-10.

### Course reading

Provided by Blackboard.

### Entry requirements

Admitted as Research Master student.

**Target group**

Research Master students.

**Remarks**

This course is taught at IISG/Leiden. Presence required at all sessions. Special course as part of the N.W. Posthumus School programme for Research Master Students; At the VU this counts as a 6 credits course, nationally it counts as 5. This course is the introductory course for the course in period 2 (Case-studies).

For more details on the course see:

<http://www.ru.nl/posthumus/research-master/>

## From Constantine to Muhammad: Religion and Society in Late Antiquity

<b>Course code</b>	L_GOMAALG004 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Teaching staff</b>	dr. N.M. Vos, prof. dr. H. Amirav, prof. dr. R.B. ter Haar Romeny
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

**Course objective**

(1) Insight into the development of ancient religions, with an emphasis on Judaism, Christianity, and Islam, in their socio-historical context in the period from 300 to 650 CE.

(2) Familiarity with various sources, such as texts and archaeological remains, as well as sociological and anthropological theories.

**Course content**

After the Emperor Constantine ended the last persecution of Christians in the Roman Empire, the number of conversions started rising. But the fourth and fifth centuries saw more major changes: Christianity became a state religion and it started institutionalizing. New phenomena came up, such as pilgrimage and monasticism. Christianity got its own literary culture, adapting existing genres to its own needs. At the same time, other religions reacted and developed in their own way. Religions and society became different.

This course tries to understand what happened by going into questions such as: What was the relation between Christianity and the Roman state and why did emperors—with the notable exception of Julian ‘the Apostate’—support Christianity in this way? How did people react? Many converted, but what did this mean? Many others chose to remain pagan or Jewish: what was their point of view? Is the institutionalization of Rabbinic Judaism in any way related to this, and what about the ‘Last Pagans of Rome’ (the title of a recent book)? What societal changes did monasticism and pilgrimage bring about? How did the literary cultures and art of pagans, Jews, and Christians relate to each other? Was this the end of the classical tradition and free thought, or simply the beginning of new developments on old foundations? We will see that it

makes sense to speak of 'Late Antiquity'.

Next we will discuss the growing apart of the western and eastern parts of the Roman Empire, and developments in the Middle East. In the sixth century, it also appeared that the state-sponsored movement towards unity in Christianity was unsuccessful. Among Christians in the Middle East there was strong opposition against decisions taken in the centre of the Empire. These developments in Late Antique society and culture form the backdrop to a new movement: that of the prophet Muhammed in the early seventh century.

### Form of tuition

Seminar. Students will present during one of the sessions and are required to take part in discussions.

### Type of assessment

Students will give a presentation during one of the classes, which will be graded on the criteria of content and presentation skills (30%) and they will write a final exam (70%).

All sources are presented in translation, but students who master one of the classical languages may write a research paper of 4000 words (excluding bibliography) instead of the exam.

Students in one of the Research Master programmes do both the exam and the paper (presentation: 20%; exam 40%; paper 40%).

### Course reading

- Stephen Mitchell, A History of the Later Roman Empire AD 284–641 (2nd ed.; Chichester: Wiley Blackwell, 2015)
- Various articles to be found on Blackboard.

### Target group

MA students and Research Master students in History, Classics & Ancient Civilizations, Theology & Religious Studies, Archaeology.

## From Source to Public: The Historian's Flowchart through Imperial Eyes

<b>Course code</b>	L_GAMAGES022 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. I.B. Leemans
<b>Examinator</b>	prof. dr. I.B. Leemans
<b>Teaching staff</b>	prof. dr. P.J.E.M. van Dam, prof. dr. S. Legene, prof. dr. I.B. Leemans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Introduction into historical research. Overview of all the components of historical research (thesis, historiography, source selection and analysis, concepts, methodology, publication, valorization), and how they connect. Acquire knowledge of the historical research process, and of the academic and social field historians operate in. Get acquainted with the sources, methodology and research possibilities of the

specializations of the Master's programme.

### Course content

In this course we will unravel the historian's flowchart by analyzing and taking all the possible steps of the historical research process from source to public. What are the building blocks a historical study is made of? Can one reshuffle these building blocks, for instance by experimenting with different sources, concepts, or methods? Together we will explore the analytical power of traditional and perhaps less familiar historical sources for global history of culture and power. How can texts, cultural objects, plants or even rabbit skins unravel the past for us and help us analyze the construction and dynamics of empires in history? How does the scope of research change when you vary with chosen literature, methods, concepts or sources?

Students will set up their own research project and write a paper in which they analyze a source within the perspective of imperial history. During this research process we will also incorporate and discuss what is often called "valorization" of research. What is the value of humanities research? What is the role the public plays in the historian's process? How are historical studies streamlined by their interaction with various publics? Students will explore the public role of the historian by taking part in public events, such as lectures, masterclasses or conferences, and by training their skills in scientific journalism.

### Form of tuition

Seminars, participation in public events.

### Type of assessment

Participation (class attendance mandatory), Presentation and Assignments (40%), research paper (60%)

### Course reading

Required reading will be made available through blackboard.

### Entry requirements

BA in history or other relevant disciplines.

### Target group

Students MA and ResMa History. Open as elective for other Masterstudents in humanities and social sciences

### Remarks

This course is important because of its scholarly purpose and its social function as well. It unites students of History with various interests and specialisations right at the beginning of the (Research) Master's programme and aims at developing a 'community of learners' by discussing all aspects of the historian's practice.

## Globalizing Knowledge: Knowledge Societies in the Making, 8th-19th Centuries

<b>Course code</b>	L_GAMAGES025 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen

<b>Coordinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Teaching staff</b>	prof. dr. C.A. Davids, prof. dr. I.B. Leemans, prof. dr. R.B. ter Haar Romeny, prof. dr. ir. F.J. Dijksterhuis
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Getting acquainted with the historiography on knowledge societies in global historical perspective; situating research on knowledge societies in historical debates; understanding the development of early knowledge societies; getting skilled in doing historical research on knowledge societies, including using digital humanities techniques.

### Course content

How do global knowledge societies arise? What makes them flourish? These are the key questions of this course. We will study these questions from a theoretical and conceptual as well as from a historical point of view. Aside from discussing changes in the contents of knowledge, we will examine more closely how 'local' knowledge turns 'global', which groups and institutions support the creation, preservation, transmission or translation of knowledge and which social, political, economic or ideological conditions make the growth and persistence of global knowledge societies possible. We will compare three historical cases: early Abbasid society (8th-10th centuries), the Low Countries in the early modern period and Britain in the 18th and 19th centuries.

### Form of tuition

Research seminar, including the use of digital humanities techniques.

### Type of assessment

Participation (attendance is compulsory). Discussions of readings in class and on blackboard and applications of digital humanities techniques (20%), oral presentation (15%), written essay (65%).

### Course reading

To be announced.

### Entry requirements

BA in History, Ancient Studies or equivalent studies.

### Target group

Students MA and ResMA History; Students MA and ResMA Ancient Studies.

### Remarks

This course is part of the MA History track 'Cultures of Knowledge'.

## History and Theory

<b>Course code</b>	L_GCMAGES014 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. C.M. van den Akker

<b>Examinator</b>	dr. C.M. van den Akker
<b>Teaching staff</b>	dr. C.M. van den Akker
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

The aim of the course is to acquire an overview of current issues in historical theory. Students will be able to present arguments in favor for and against certain positions in the debates among historical theorists.

### Course content

This course aims to provide an overview of current issues in historical theory. We will discuss themes such as the nature of historical representation, historical time, the presence of the past, historical experience, the politics of history, and the actuality of historicism. Students will write an essay on one of these issues and present their views in class. Students in the Research Master programme should realize that slightly more is expected from them in terms of the level of their argumentation.

### Form of tuition

Lectures and seminars.

### Type of assessment

Essay (75%), oral presentation and participation at the seminars (25%).

### Course reading

To be announced.

### Target group

Students MA and ResMa History; MA Philosophy.

## Ideals, Power and the Third World

<b>Course code</b>	L_GAMAGES027 ()
<b>Period</b>	Period 4+5
<b>Credits</b>	6.0
<b>Language of tuition</b>	Dutch
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. F.A. van Lieburg
<b>Examinator</b>	prof. dr. F.A. van Lieburg
<b>Teaching staff</b>	dr. F.D. Huijzendveld, prof. dr. F.A. van Lieburg, prof. dr. S. Legene
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Inzicht verwerven in de complexe verhoudingen van politiek, ideologie en cultuur in de opbouw van nieuwe staten in voormalige koloniale gebieden. Nadenken over uiteenlopende perspectieven op begrippen als democratie, zelfstandigheid, onafhankelijkheid. Het verrichten van vergelijkend onderzoek naar de opbouw van democratische samenlevingen en

ideeontwikkeling in Nederland over dat proces. Toepassen van interview-technieken, opzetten van academisch seminar, schriftelijk rapporteren over het onderzoek in de vorm van een conceptartikel.

### Course content

In het verlengde van het dekolonisatieproces na de Tweede Wereldoorlog zochten de nationalistische leiders in tal van landen in Azië, Afrika en Latijns Amerika een eigen vorm en inhoud voor de verhouding tussen democratie, cultuur en religie. Welke opvatting over democratie spreekt uit concepten als Ujamaa (Tanzania), musyawarah untuk mufakat (Java/Indonesie), panchayat raj (India)? Deze vraag onderzoeken we niet alleen in de context van de betrokken landen, maar ook alsmede in de Nederlandse context: welke uitwerking kregen deze concepten in de postkoloniale landen en hoe vond dit weerklank in Nederland? Nederland had een koloniaal verleden, met een moeizame dekolonisatie. In Nederland leefden ook uiteenlopende opvattingen over de wijze waarop postkoloniale staten hun politiek bestel inrichtten. Ook hebben Nederlanders, bijvoorbeeld in de context van zending en missie of ontwikkelingssamenwerking, bijgedragen aan onafhankelijkheid en de opbouw van die postkoloniale samenlevingen. De archieven met betrekking tot ontwikkelingssamenwerkingsbeleid en van organisaties als Novib, Vrouw/kerk/Twee-derde wereld, of Pax Christi bevatten hiervan de getuigenissen. In het onderzoekscollege worden ze geplaatst naast perspectieven vanuit de betrokken postkoloniale landen zelf.

### Form of tuition

Werkcollege.

### Type of assessment

Participatie (aanwezigheid verplicht), wekelijkse opdrachten en final seminar (50%), final paper (50%)

### Course reading

Wordt bekendgemaakt via blackboard.

### Entry requirements

Afgeronde BA geschiedenis of gelijkwaardige studierichtingen.

### Target group

Studenten MA en ResMA Geschiedenis, maar ook van andere geesteswetenschappen en sociale wetenschappen.

### Remarks

Dit vak maakt deel uit van de specialisatie Politiek en Soevereiniteit van de MA-opleiding Geschiedenis. Voertaal is Nederlands.

## Key Works in Contemporary Historical Thought

<b>Course code</b>	L_GAMAGES023 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. C.M. van den Akker
<b>Examinator</b>	dr. C.M. van den Akker

<b>Teaching staff</b>	dr. C.M. van den Akker
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

The aim of the course is to acquire an overview of contemporary forms of historical thought. Students are able to discuss and present their views on historical works in relation to their historiographical context.

### Course content

This course provides an overview of the many forms of historical thought in the West. We examine theories, methods, practices, and concepts that historians and social scientists use to explain and write about the past. We focus on contemporary historical thought whilst acknowledging its origin in earlier thought. In class we will read excerpts from key works by authors such as Roy de Ladurie, Carlo Ginzburg, Michel de Certeau, Joan Scott, and Dipesh Chakrabarty. Students will write a review article on a key historical work in the field of their master-specialization and present their views in class. Students in the Research Master programme should realize that slightly more is expected from them in terms of the level of their argumentation.

### Form of tuition

Lectures and seminars.

### Type of assessment

Review Article (75%), oral presentation and participation at the seminars (25%).

### Course reading

Lloyd Kramer and Sarah Maza eds., *A Companion To Western Historical Thought*, (Blackwell Publishing 2006) & Excerpts from key works.

### Target group

Students MA and ResMA History.

## Landlocked and Waterbound

<b>Course code</b>	L_GEMAGES010 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. P.J.E.M. van Dam
<b>Examinator</b>	prof. dr. P.J.E.M. van Dam
<b>Teaching staff</b>	prof. dr. P.J.E.M. van Dam, prof. dr. J.C.A. Schokkenbroek
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Designing and conducting research independently; applying concepts and theories; taking a stand in a historical debate.



### Course content

Local, provincial, national and supra-national authorities give priority to the preservation of our planet for future generations. Often discussions focus on sustainability and quality of life. Also attention is paid to threats imposed on mankind. The course will focus on 'nature-induced' disasters on land and at sea during the nineteenth and twentieth centuries, thereby taking for granted that most natural disasters have a human component. How do we describe and explain natural disasters in terms of human and natural agency? How do societies cope with natural disasters? What were causes and consequences of these disasters in terms of collective or individual remembrance, prevention, and landscape management? A wide array of questions will be posed and addressed from environmental, maritime, religious, institutional, and socio-economic historical perspectives. Examples of natural disasters with great impacts are the flooding of New Orleans in 2005, the sinking of the Titanic in 1912, or the flooding of the Zuiderzee estuary in 1825 and 1916. The course starts with literature research and then proceeds to individual student project including research in archives of municipalities of Amsterdam and other places. From research masters students a final research paper is expected ready to be transformed into a publication in a scholarly journal, implying positioning in a historiographical debate and using original (archive) sources.

### Form of tuition

Seminar.

### Type of assessment

Research paper, oral presentations.

### Entry requirements

Graduated as BA.

### Target group

Students MA and ResMA History.

## Medical History Research Seminar 1: Doing Research

<b>Course code</b>	L_GNMAGES013 ()
<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. J.H.M. de Waardt
<b>Examinator</b>	dr. J.H.M. de Waardt
<b>Teaching staff</b>	prof. dr. C.A. Davids, dr. J.H.M. de Waardt, prof. dr. I.B. Leemans
<b>Teaching method(s)</b>	Seminar, Lecture
<b>Level</b>	400

### Course objective

Introduction in methodological aspects and research techniques of medical history. Enlarge the interdisciplinary abilities of participating students.

**Course content**

The search for firmly based knowledge is a basis characteristic of any science. In this research seminar the focus is on how this has been or is tried in medical history. Professors and lecturers from various universities and institutions for scientific research discuss methodological aspects of their own research. They do this on the basis of literature and source material. The place of medical history in the larger frame of the history of science is also discussed. To a certain extent the emphasis is on the early modern period, but examples from other periods may also be scrutinized.

**Form of tuition**

Lectures and seminars.

**Type of assessment**

Paper on the basis of individual research.

**Course reading**

Will be announced later.

**Entry requirements**

At least one of the two courses Medical History, Introduction 1: Classic and Early Modern (L\_GNMAGES011); Medical History, Introduction 2: Contemporary (L\_GNMAGES012) needs to have been passed.

**Target group**

MA students of history, medicine, health science, biomedical science, social science. Exchange students with a comparable amount of knowledge and experience.

**Remarks**

This course is part of the interdisciplinary track Medical History, together with Medical History, Introduction 1: Classic and Early Modern (L\_GNMAGES011); Medical History, Introduction 2: Contemporary (L\_GNMAGES012); and Medical History Research Seminar 2: Medicine in Society (L\_GNMAGES015). As a whole this track has a weight of 24 ECTS, but it is also possible to take just one, two, or three courses.

However, participation in any of the two Research Seminars is only open for students who have passed at least one of the two Introductory courses. Attendance at all sessions is mandatory. More information on [www.mastermedischegeschiedenis.nl](http://www.mastermedischegeschiedenis.nl).

**Medical History Research Seminar 2: Medicine in Society**

<b>Course code</b>	L_GNMAGES015 ()
<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. J.H.M. de Waardt
<b>Examinator</b>	dr. J.H.M. de Waardt
<b>Teaching staff</b>	dr. J.H.M. de Waardt
<b>Teaching method(s)</b>	Lecture, Seminar
<b>Level</b>	400

**Course objective**

Introduction in methodological aspects and research techniques of medical history. Enlarge the interdisciplinary abilities of participating students.

**Course content**

The area of medicine and healing is not an isolated domain. On the one hand, physicians in the modern period have gained much influence and authority. On the other, however, they and their professional habit have come under growing criticism. Whereas possibilities for effective interventions by practitioners of regular medicine have greatly increased, the demand on the medical market for irregular and alternative healers has also grown considerably. In this seminar this dynamic relation between society and medicine and the effects it has on medical-historical research will be analysed and discussed in more detail.

**Form of tuition**

Lectures and seminars.

**Type of assessment**

Paper on the basis of individual research.

**Course reading**

Will be announced later.

**Entry requirements**

At least one of the two courses Medical History, Introduction 1: Classic and Early Modern (L\_GNMAGES011); Medical History, Introduction 2: Contemporary (L\_GNMAGES012) needs to have been passed.

**Target group**

Master students of history, medicine, health science, biomedical science, social science. Exchange students with a comparable amount of knowledge and experience.

**Remarks**

This course is part of the interdisciplinary track Medical History together with Medical History, Introduction 1: Classic and Early Modern (L\_GNMAGES011); Medical History, Introduction 2: Contemporary (L\_GNMAGES012); and Medical History Research Seminar 1: Doing Research (L\_GNMAGES013). As a whole this track has a weight of 24 ECTS, but it is also possible to take just one, two, or three courses. However, participation in any of the two Research Seminars is only open for students who have passed at least one of the two Introductory courses. Attendance at all sessions is mandatory. More information on [www.mastermedischegeschiedenis.nl](http://www.mastermedischegeschiedenis.nl).

**Medical History, Introduction 1: Classic and Early Modern**

<b>Course code</b>	L_GNMAGES011 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen

<b>Coordinator</b>	dr. J.H.M. de Waardt
<b>Examinator</b>	dr. J.H.M. de Waardt
<b>Teaching staff</b>	dr. J.H.M. de Waardt
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

This course offers a thematic-chronological survey of the development medicine has undergone up till 1850. It also aims to enlarge the interdisciplinary abilities of participating students.

### Course content

Sessions in this course focus on specific medical-historical themes from the period prior to 1850 and are offered by professors and scholars from various universities and institutions for scientific research with a specialisation in (an aspect of) medical history. They do this on the basis of both literature and source-material. Developments within medicine are approached as socio-cultural phenomena.

### Form of tuition

Lectures and seminars.

### Type of assessment

Exam and paper.

### Course reading

Will be announced later

### Entry requirements

BA degree in history, medicine, social, biomedical, or health science. Students with other backgrounds who wish to enrol, are asked to contact the course coordinator.

### Target group

MA students of history, medicine, health science, biomedical science, social science. Exchange students with a comparable amount of knowledge and experience.

### Remarks

This course is part of the track Medical History together with Medical History, Introduction 2: Contemporary (L\_GNMAGES012); Medical History Research Seminar 1: Doing Research (L\_GNMAGES013); and Medical History Research Seminar 2: Medicine in Society (L\_GNMAGES015). As a whole this track has a weight of 24 ECTS, but it is also possible to take just one, two, or three courses. However, participation in any of the two Research Seminars is only open for students who have passed at least one of the two Introductory courses. Attendance at all sessions is mandatory. More information on [www.mastermedischegeschiedenis.nl](http://www.mastermedischegeschiedenis.nl).

## Medical History, Introduction 2: Contemporary

<b>Course code</b>	L_GNMAGES012 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English

<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. J.H.M. de Waardt
<b>Examinator</b>	dr. J.H.M. de Waardt
<b>Teaching staff</b>	dr. J.H.M. de Waardt
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

This course offers a thematic-chronological survey of the development medicine has undergone after 1850. It also aims at enlarging the interdisciplinary abilities of participating students.

### Course content

Sessions in this course focus on specific medical-historical themes from the period after 1850 and are offered by professors and scholars from various universities and institutions for scientific research with a specialisation in (an aspect of) medical history. They do this on the basis of both literature and source-material. Developments within medicine are approached as socio-cultural phenomena.

### Form of tuition

Lectures and seminars.

### Type of assessment

Exam and paper.

### Course reading

Will be announced later.

### Entry requirements

BA degree in history, medicine, health science, biomedical science, social science. Exchange students with a comparable amount of knowledge and experience.

### Target group

MA students of history, medicine, health science, biomedical science, social science. Exchange students with a comparable amount of knowledge and experience.

### Remarks

This course is part of the track Medical History together with Medical History, Introduction 1: Classic and Early Modern L\_GNMAGES011 ; Medical History Research Seminar 1: Doing Research (L\_GNMAGES013); and Medical History Research Seminar 2: Medicine in Society (L\_GNMAGES015). As a whole this track has a weight of 24 ECTS, but it is also possible to take just one, two, or three courses. However, participation in any of the two Research Seminars is only open for students who have passed at least one of the two Introductory courses. Attendance at all sessions is mandatory. More information on [www.mastermedischegeschiedenis.nl](http://www.mastermedischegeschiedenis.nl).

## Migrations and Circulations

<b>Course code</b>	L_GAMAGES021 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0

<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. P.D. Nyiri
<b>Examinator</b>	prof. dr. P.D. Nyiri
<b>Teaching staff</b>	prof. dr. P.D. Nyiri, prof. dr. U.T. Bosma
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

This is a research seminar with the objectives to (1) introduce students to selected topics and methods of current historical and anthropological research on migration and (2) help them progress towards formulating their thesis questions, finding appropriate methods and strengthening research and presentation skills.

### Course content

The course will be divided into two parts. In the first part, students will read literature that analyses the history of concepts such as "smuggling" and "trafficking" in goods and humans in different parts of the world and the rise of today's global legal and moral notions of legal and illegal migration and trade. In the second part they will be offered a choice of research assignments that feed into these projects (literature review or archival research). The output of the course is a research paper based on original archival and/or field research and a review of relevant scholarship.

### Form of tuition

Seminar and supervised research.

### Type of assessment

Essays. Class attendance is mandatory.

### Course reading

To be announced.

### Entry requirements

Bachelors in history, anthropology or a related field

### Target group

Students MA History, other students in anthropology, political science, cultural studies or a related field.

### Remarks

This course is part of the MA History track 'Migration and Mobility'.

## Neo-Calvinism & Religious Diversity

<b>Course code</b>	L_GCMAGES017 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. G. Harinck
<b>Examinator</b>	prof. dr. G. Harinck

<b>Teaching staff</b>	prof. dr. G. Harinck, dr. B.T. Wallet
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Gaining knowledge of Judaism and the relation with Jews in the Netherlands end 19th, early 20th century. Learning about Abraham Kuyper and neo-Calvinism. Getting acquainted with the nature and development of antisemitism in this time span. Learning to analyze historical texts in their context. Developing skills for dealing with the historical dimension of moral themes.

### Course content

In his publications the theologian, politician, and journalist Abraham Kuyper (1837-1920) focused several times on the Jewry of his days. In the historiography Kuyper's opinions have been qualified as antisemitic, but there is no systematic research of his opinions available to substantiate this qualification. In this course we analyze and research texts by Kuyper on this subject, as well as how Jews and others reacted to his publications. What is the influence of Kuyper's neo-Calvinism on his opinions regarding Jews, is there a development in his views, and how deviant are his opinions, compared to those of contemporaries? And how can the historiography be evaluated in the light of our research results?

### Form of tuition

Seminars.

### Type of assessment

Contributions to seminars (20%) and final paper (80%).

### Course reading

George Harinck, *Aan het roer staat het hart. Reis om de oude wereldzee in het voetspoor van Abraham Kuyper* (Amsterdam 2015); G.J. van Klinken, *Opvattingen in de Gereformeerde Kerken van Nederland over het Jodendom, 1896-1970* (Kampen 1996); Jeroen Koch, *Abraham Kuyper. Een biografie* (Amsterdam 2006); A. Kuyper, *Liberalisten en joden* (Amsterdam 1878); A. Kuyper, *Om de Oude Wereldzee I* (Amsterdam 1907); M.J.H.M. Poorthuis en Th.A.M. Salemink, *Een donkere spiegel. Nederlandse katholieken over joden, 1870-2005* (2006); I. Schöffer, 'Abraham Kuyper and the Jews' in: idem, *Veelvormig Verleden. Zeventien studies in de vaderlandse geschiedenis* (Amsterdam 1987) 159-171; Jan Willem Stutje, 'Antisemitisme onder Nederlandse socialisten in het fin de siècle', *BMGN – Low Countries Historical Review* 129-3 (2014) 4-26; Bart Wallet, 'Protestants antisemitisme als zwarte bladzijde', *Wapenveld* 75: 3 (november 2015) 2–10.

### Entry requirements

BA Humanities or Theology; Fluency in Dutch

### Recommended background knowledge

History of Dutch Protestantism and Jewry in the 19th century

### Target group

Students MA and ResMA History, other Humanities or Theology.

## Remarks

As to research of historical documents we will use the collection of the Historical Documentation Center for Dutch Protestantism in the VU University Library. These documents can be researched – after a request sent in the previous day – in the Special Collections reading room on the first floor of the main building of the VU.

## Political Corruption and Good Governance in Modern History

<b>Course code</b>	L_GCMAGES016 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	Dutch
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. D.B.R. Kroeze
<b>Examinator</b>	dr. D.B.R. Kroeze
<b>Teaching staff</b>	dr. D.B.R. Kroeze
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Inzicht verwerven in de ontwikkeling van goed bestuur, corruptie en politieke moraal in de moderne tijd.

Leren reflecteren op en debatteren over historische studies over goed bestuur, corruptie en politieke moraal.

Het leren herkennen van debatten over goed bestuur en het begrijpen van de verbinding tussen corruptie en politieke moraal.

Het verbeteren van de analyse- en schrijfvaardigheden door het verrichten van een eigen onderzoek dat uitmondt in een essay.

Studenten laten kennis maken met de mogelijkheden die de arbeidsmarkt biedt op het terrein van bestuur, politiek en corruptiebestrijding.

### Course content

In moderne democratieën wordt corruptie als onaanvaardbaar beschouwd. Toch komen corruptieschandalen regelmatig voor in moderne democratieën.

In Nederland speelden recent de bouwfraude en de zaak-Van Rey, verder terug zorgden het Billitonschandaal (1882-1892), de Lintjes-affaire (1909), de zaak-Oss (1938/39) en het Lockheedschandaal (1976) voor opschudding. Hoe zit dat? En wat zegt dit over corruptie en goed bestuur? Lange tijd werd de geschiedenis van corruptie in moderne democratieën nauwelijks onderzocht. Recente ontwikkelingen in het onderzoek hebben dit veranderd. Allereerst wordt corruptie tegenwoordig bestudeerd als een onderdeel van de modernisering van goed bestuur en politiek sinds circa 1800. Dan valt op dat corruptie alleen te begrijpen is binnen de context van politieke modernisering en dat modernisering een paradoxaal proces is. Zo bevorderden de introductie van verkiezingen, kiesrechtuitbreiding en partijpolitiek de democratisering van de maatschappij maar vormden ook een voedingsbodem voor schandalen over politieke machinaties en stemmenkoperij. Ook andere ontwikkelingen in de moderne tijd hadden een paradoxale invloed op corruptie en goed bestuur. Te denken valt aan imperialisme, industrialisering en dekolonisatie. Ten tweede is er recent meer aandacht voor de geschiedenis van corruptie omdat de geschiedenis van een aantal landen dat geldt als relatief corruptievrij, zoals Nederland, wordt onderzocht om anticorruptiebeleid te ontwikkelen voor landen die minder goed



presteren.

Kortom, in dit college wordt aandacht besteed aan zowel de geschiedenis van politieke corruptie en goed bestuur in de moderne tijd als ook gekeken naar veranderende opvattingen over de bestrijding van corruptie en de rol die historische kennis daarbij speelt. Er is aandacht voor Nederlandse, Europese en internationale ontwikkelingen. Expliciet en impliciet zal de koppeling met het beroepsveld worden gelegd door ook te kijken naar hoe regeringen, partijen en ministeries zoals Binnenlandse Zaken, NGO's zoals Transparency International en internationale organisaties zoals de EU het thema (anti)corruptie hebben behandeld. In de eerste colleges zal aan de hand van literatuur het thema worden behandeld. Daarna kiezen de studenten zelf een onderwerp dat aansluit bij het collegethema en schrijven daarover een essay.

### Form of tuition

Werkcolleges.

### Type of assessment

Opdrachten en essay.

### Course reading

Wordt bekendgemaakt via blackboard.

### Entry requirements

Afgeronde BA geschiedenis, bestuurskunde, politicologie of Internationale betrekkingen.

### Target group

Studenten MA Geschiedenis volgen. Ook studenten bestuurskunde, politicologie of Internationale betrekkingen kunnen deelnemen. Zij moeten wel van tevoren contact opnemen met de docent.

## Race, Religion and Profit in the Atlantic World, 17th-19th century

<b>Course code</b>	L_GAMAGES024 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. V. Enthoven
<b>Examinator</b>	dr. V. Enthoven
<b>Teaching staff</b>	dr. V. Enthoven
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Increase knowledge and insight; enable students to become engaged in the field of Atlantic history, slavery studies and historical race studies.

Developing research skills, especially archival research.

### Course content

Race relations in Europe, America and the West Indies are the general topic of this research seminar, with special attention to religious and economic comparative developments in the 18th-19th century, and including contemporary perspectives and debates. In 2016-2016 the focus

will be on the small Dutch plantation settlement Berbice in South America.

#### Form of tuition

This seminar will consist of research in different archives and other primary sources. Students are encouraged to find their own research topic after an initial period of collective research meetings and discussions. There are options to contribute to ongoing research projects at the VU on the history and memory of the slave trade and slavery.

#### Type of assessment

Assignments (25%), research paper (75%).

#### Course reading

Will be provided during class.

#### Target group

Students MA and ResMA History,

#### Remarks

This is a research seminar aimed at doing archival research and writing a MA research paper. In 2016-2016 the focus will be on the small Dutch plantation settlement Berbice in South America.

## Research Master Thesis History

<b>Course code</b>	L_GAMPGESSCR ()
<b>Period</b>	Ac. Year (September)
<b>Credits</b>	30.0
<b>Language of tuition</b>	Dutch
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. I.B. Leemans
<b>Level</b>	600

## Science and Society in Historical Perspective

<b>Course code</b>	X_400424 (400424)
<b>Period</b>	Period 4+5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Exacte Wetenschappen
<b>Coordinator</b>	dr. D.J. Beckers
<b>Examinator</b>	dr. D.J. Beckers
<b>Teaching staff</b>	dr. D.J. Beckers
<b>Teaching method(s)</b>	Lecture, Seminar
<b>Level</b>	400

#### Course objective

To increase understanding of the various interactions between mathematics, chemistry, physics, (medical) biology, computer and earth

sciences (in general: science) and society during the last two centuries.

### Course content

In the last two centuries science has become one of the prime agents in the shaping of modern society. In turn social and political concerns have been equally instrumental in the shaping of the modern scientific enterprise. In this course we will study the changing relationship between science and society in this period in various case studies and from several points of view. We will use literature and source material, most notably (journal and film) advertisements, and the cartoon journal *Punch* to illustrate these cases. The following themes are addressed: professionalization, science and the public (e.g. the public understanding and appreciation of science); Science as product and agent of modernity (e.g. quantification and standardization as applied to nature and society); Science and politics (e.g. science policies, military and commercial interests, science and ideology), science and education.

### Form of tuition

Seminar.

### Type of assessment

Active participation during the seminar, essay and presentation and a short exam on the topics addressed during the classes.

### Course reading

available via blackboard.

### Entry requirements

Bachelor degree

### Target group

Master students in the sciences who enjoy history or (historical) reflection on their field of subject, as well as master students in history, who want to acquire more understanding in the role of science in society.

### Remarks

More information with the course coordinator: Afdeling Algemene Vorming, De Boelelaan 1081, kamer U252, [d.j.beckers@vu.nl](mailto:d.j.beckers@vu.nl)

## Seminar Research Design 1

<b>Course code</b>	L_AAMPALG001 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. P.J.E.M. van Dam
<b>Examinator</b>	prof. dr. P.J.E.M. van Dam
<b>Teaching staff</b>	prof. dr. P.J.E.M. van Dam, dr. T. Krennmayr
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

**Course objective**

Being able to take a position in theoretical debates, to substantiate methodological choices and to point out innovative research possibilities in the field. Writing a research proposal.

**Course content**

The Research Design Seminar consists of two courses which will take place consecutively in the first and second year of your programme. In this first seminar students will be taught the initial steps to designing a research proposal which meets the highest requirements of N.W.O. and other science founding agencies. In the course the emphasis will be on exploring the academic context you operate in, and positioning yourself in scientific debates. Students will learn how to make methodological choices and to explore future research routes that may lead to innovative research. This will be done by means of site visits, in-depth discussions of theoretical articles, other sources and research proposals.

**Form of tuition**

The seminar course consists of seven weekly meetings of four hours each. All students will be expected to be well- prepared and to participate actively and autonomously at all times. Students will take on the roles of presenter, commentator and discussion leader.

**Type of assessment**

Oral and written presentations, comments on presentations by other students. Students will be assessed on their class participation, written assignments, oral presentations and their peer reviews of fellow students.

**Course reading**

To be announced

**Entry requirements**

Admission to research master

**Target group**

Students of research masters in the faculty of humanities

**Remarks**

Language in class is English.

Together Research Design 1 and Research Design 2 form a compulsory part of the Research Master Programme. The second course takes place in year two of the Research Master course.

## Seminar Research Design 2

<b>Course code</b>	L_AAMPALG002 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. J.W.H.P. Verhagen
<b>Examinator</b>	dr. J.W.H.P. Verhagen

<b>Teaching staff</b>	dr. J.F. van der Meulen, dr. J.W.H.P. Verhagen
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	600

### Course objective

In this course, students will learn how to write a research proposal according to the format of NWO or other international research organisations. This will prepare them for a possible PhD-application after graduation. After finishing this course, the students will:

- Be able to write a convincing research proposal for both peers and an interested lay audience;
- Understand the procedures and assessments for grant applications, and apply this knowledge when writing a research proposal;
- Be able to present a research proposal convincingly in a short time frame;
- Be able to convincingly reply to critical questions about the research proposal;
- Be able to evaluate research proposals, even when they are not from their own discipline, and to give a reasoned judgement about the quality.

### Course content

In the Master courses Research Design 1 and 2 students learn about the culture of application and research practice in the scientific world, in particular in the field of Humanities. Students are also trained to design a research proposal that meets the highest requirements of judgment for PhD positions. In particular, the Research Design 2 course prepares for writing an individual research proposal that can be developed into a grant application.

In order to achieve this goal, the course focuses on the various aspects of the writing process, and on the procedures for grant application followed at NWO and other scientific bodies. This includes the dynamics of selection committees and the role of knowledge utilization.

The course is designed to start from the basics, by first developing a research idea into a short abstract that will be discussed with fellow students. Emphasis will be on defining the scientific impact of the research proposal, and on explaining this to non-experts. Following this, a final research proposal will be written that will be presented in a 'mock interview' setting, where the students will comment on one another's proposals.

In order to achieve the learning goals the following learning activities are offered:

#### 1. Guest lectures

In a number of guest lectures (including PhD-students) you will be informed about what it takes to become a PhD-student, what are the relevant procedures for grant application, and how you can avoid the pitfalls.

#### 2. Discussions

During the course, you will be asked frequently to actively reflect on all aspects of writing research proposals through discussion with your fellow students.

#### 3. Presentations

Once you have developed and written down your ideas for a research proposal, you will present these in class to your fellow students.

#### 4. Peer review

An important aspect of this course is receiving peer review from your fellow students. This will help you to understand whether your research proposal is sufficiently clear.

#### Form of tuition

Seminar

#### Type of assessment

During this course, the students will have to submit 4 written assignments, and will have one graded oral assignment (the 'mock interview'). Furthermore, there will be three non-graded assignments. The assessment programme is as follows:

#### ASSIGNMENT GRADING WEIGHT

evaluation of 2 research proposals 5%  
draft abstract not graded  
elevator pitch not graded  
CV + knowledge utilisation 10%  
final abstract 15%  
draft proposal not graded  
5 minute presentation 20%  
'mock interview' 10%  
final proposal 40%

Grades 0-10, attendance obligatory. Final grades below 6.0 are insufficient. Grades between 5.5 and 6.0 will however be rounded to 6.0. Grading for the assignments will be done on the basis of rubrics. These rubrics will be made available through Blackboard.

#### Course reading

Provided through Blackboard

#### Entry requirements

Seminar Research Design 1

#### Target group

Research master students

## State Building and Democracy, 16th-21st century

<b>Course code</b>	L_GAMAGES026 ()
<b>Period</b>	Period 4+5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. E. Hagen
<b>Examinator</b>	dr. E. Hagen
<b>Teaching staff</b>	dr. E. Hagen, dr. P. Brandon
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

#### Course objective

Knowing the most important processes of states-building in Western Europe and understanding the interrelating processes of nation-building.

Doing research on specific cases on the basis of secondary literature and primary sources. Applying theories and concepts, in order to positionate yourself in historical debates.

### Course content

A question often asked in literature on the long term history of state- and nation-building in Europe is whether nation-building should be seen as a consequence of the process of state-building or rather as something conducive to this process. This MA-course will highlight the heydays of nationalism and national identity during the (late) eighteenth- and nineteenth centuries, when state-building and nation-building were closely related processes. The same period saw the troubled rise of democratic ideals – tentatively and partially put in practice by some states, violently rejected by others, and adopted as rallying cry by many social movements. This course will combine approaches derived from social and economic history and cultural history to understand the complex interaction between state-building, nation-building and democratization. Source material such as newspapers, weeklies, political speeches, pamphlets of oppositional movements and memoirs will help us to understand how individuals and groups imagined, experienced and perceived the states and nations they lived in and envisioned democracy.

### Form of tuition

Seminars.

### Type of assessment

Weekly assignments and paper (ca. 4000 words).

### Course reading

To be announced on the Blackboard site of this course.

### Target group

Students MA History.

## Summerschool

<b>Course code</b>	L_GCMAGES010 ()
<b>Period</b>	Period 6
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. D.G. Hondius
<b>Examinator</b>	dr. D.G. Hondius
<b>Teaching staff</b>	dr. D.G. Hondius, dr. D.B.R. Kroeze, prof. dr. S. Legene, dr. B.T. Wallet
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Students gain insight in the state of affairs in this field of study by participating in an intensive program of lectures by international experts, discussions and excursions. Students are provided with extensive course material as readings during the course.

### Course content

The Summer School on Black Europe is an annual intensive summer programme that seeks to address the dimensions of race and ethnic relations that are unique to Europe; examining the ways in which conceptions of the “other” are institutionalized and reproduced; the rise of xenophobia in various EU countries; the legal definitions and discourse surrounding the conceptualized “other”; and examining the ways in which each country has dealt with issues of race and national identity. The programme is internationally comparative and provides an historical overview of the developments within a variety of European countries via case studies and an analysis of anti-discrimination laws.

### Form of tuition

Intensive course programme of lectures, debates and excursions in June 2012; full days Mondays-Thursdays during two weeks. Optional extras include a conference in Paris, and a conference in Amsterdam in the last week of June. Changes are possible.

### Type of assessment

Students can obtain credits for the course by writing an end paper of 2500 words before 1 September 2012, subject to approval by Summer School co-directors dr. Nimako and dr. Hondius.

### Course reading

Darlene Clark Hine, Trica Danielle Keaton and Stephen Small (eds.), Black Europe and the African Diaspora. University of Illinois Press, Urbana and Chicago 2009. ISBN 978 0 252 07657 2.

Other literature to be announced. Reader with variety of course material.

### Entry requirements

BA in History, Social Sciences, Law, Cultural Studies, Heritage Studies or equivalent. All students apply by writing a letter of motivation, subject to approval by Summer School co-directors and NINSEE Coordinator. Costs: Application fee- 25 Euro. Tuition: approximately 1600 Euro. There are some possibilities for subsidies and scholarships.

### Target group

MA Students; see Entry requirements

### Remarks

This course outline is subject to change and may be adjusted to specific developments, as well as to individual wishes of students working on related MA and PhD projects.

## Summerschool In Search of the Political. Representation, Inclusion and Exclusion

<b>Course code</b>	L_GCMAGES018 ()
<b>Period</b>	Period 6
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. D.B.R. Kroeze
<b>Examinator</b>	dr. D.B.R. Kroeze
<b>Teaching staff</b>	dr. D.G. Hondius, dr. D.B.R. Kroeze, prof. dr. S. Legene, dr. C.M. van den Akker, dr. B.T. Wallet



<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

## The Long History of European Reformations

<b>Course code</b>	L_GAMAGES030 ()
<b>Period</b>	Period 4+5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	dr. A.L. Tervoort
<b>Examinator</b>	dr. A.L. Tervoort
<b>Teaching staff</b>	prof. dr. F.A. van Lieburg, dr. A.L. Tervoort
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Getting acquainted with the (cultural) historiography of the European Reformation; getting skilled in doing historical research on (local) reformations.

### Course content

The 500th anniversary of Luther's first public criticism of Church of Rome in 1517 as the start of the Reformation suggests that Western Christianity underwent a sudden change or a sharp transformation of religious life. In fact, long-term movements of reform, reorganisation and confessionalization influenced different European countries from the late Middle Ages through the early modern period. This course aims at a new understanding of the impacts of Reformation. It challenges generally accepted assumptions on the shape of the Reformations impacts. Therefore transformations between religious convictions and cultural contexts in the following centuries are explored.

### Form of tuition

Seminar.

### Type of assessment

Paper.

### Course reading

To be announced.

### Target group

Students MA and ResMA History; other MA students who want to partake, should contact the course coordinator.

### Remarks

This course is part of the MA History track 'Religion and Society from Antiquity until Today'.

## Topics in the History and Anthropology of Mobility

<b>Course code</b>	L_GAMAGES029 ()
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<b>Period</b>	Period 4+5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. P.D. Nyiri
<b>Examinator</b>	prof. dr. P.D. Nyiri
<b>Teaching staff</b>	dr. F.D. Huijzendveld, prof. dr. P.D. Nyiri
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

This is a research seminar with the objectives to (1) introduce students to selected topics and methods of current historical and anthropological research on mobility and (2) help them progress towards formulating their thesis questions, finding appropriate methods and strengthening research and presentation skills.

### Course content

The course will be divided into two parts. In the first part, students will be introduced in current debates on migration and mobility in colonial and postcolonial contexts from the seventeenth century to the present. In the second part they will be offered a choice of research assignments that feed into these projects (literature review or archival research). The output of the course is a research paper that discusses findings and their usefulness for the broader project. Additionally, RMA students will develop a research plan that builds on their assignments. Possible research subjects are within the fields of spatial mobility, migration systems & regimes, diasporas, migrant minorities and identity formations in Asia and the Atlantic World.

### Form of tuition

Research seminar.

### Type of assessment

Essay. Class attendance is mandatory.

### Course reading

To be announced.

### Entry requirements

Bachelors in history or anthropology.

### Target group

Students of MA and ResMA History or Anthropology.

### Remarks

This course is part of the MA History track 'Migration and Mobility'.

## Tutorial Master History

<b>Course code</b>	L_GAMPGES019 ()
<b>Period</b>	Ac. Year (September)
<b>Credits</b>	12.0
<b>Language of tuition</b>	Dutch

<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. F.A. van Lieburg
<b>Level</b>	500

## Tutorial Research Master History

<b>Course code</b>	L_GAMPGES020 ()
<b>Period</b>	Ac. Year (September)
<b>Credits</b>	12.0
<b>Language of tuition</b>	Dutch
<b>Faculty</b>	Faculteit der Geesteswetenschappen
<b>Coordinator</b>	prof. dr. F.A. van Lieburg
<b>Level</b>	600