Bachelor's courses

VU University Amsterdam - Student- & Onderwijszaken - Exchange programme VU University - 2014-2015

Index

All bachelor's courses

Programme components:

- Faculty of Arts
- Faculty of Earth and Life Sciences
- Faculty of Sciences
- Faculty of Economics & Business Administration
- Faculty of Philosophy
- Faculty of Psychology and Education
- Faculty of Social Sciences
- Faculty of Law

Faculty of Arts

Programme components:

- Bachelor's exchange courses offered by the Faculty of Arts

Bachelor's exchange courses offered by the Faculty of Arts

Courses:

Name	Period	Credits	Code
Academic English: Grammar	Period 1	3.0	L_ETBAALG001
Academic English: Pronunciation training	Period 2	3.0	L_ETBAALG002
Academic English: Writing 1	Period 1	3.0	L_EABAALG005
Academic English: Writing 2	Period 2+3	6.0	L_ETBAALG005
Akkadian Literary Texts B	Period 2+3	3.0	L_SABAOHK219
American Culture	Period 5	3.0	L_ELBAELK307
American Literature 1900-present	Period 2	6.0	L_ELBALES203
Amsterdam Harbour and Waterfront	Period 2	6.0	L_AABAALG049
Analysing Text and Talk	Period 2	6.0	L_ETBACIW202
Ancient Christianity	Period 2+3	6.0	L_XCBAGLT202
Annotation by Humans and Machines	Period 2	6.0	L_AABAALG046
Archaeology of Prehistoric Western Europe	Period 4	6.0	L_BEBAARC210
Archaeology of the Ancient Near East	Period 4	6.0	L_BEBAARC209
Archaeology of the Pre- and Protohistorical Mediterranean	Period 1	6.0	L_BMBAARC205

Art and Society	Period 4+5	9.0	L_LABALW308
Aspects of British Literature 1550-1800	Period 1	6.0	L_ELBALES201
British and American Literature 1776-1900	Period 2	6.0	L_ELBALES202
British Literature 1900-present	Period 4	6.0	L_ELBALES204
Chinese Migrations to Africa: History and Present	Period 2+3	6.0	L_GWBAALG001
Creativity, Power and Commerce	Period 2	6.0	L_AABAMKD204
Democracy: A History	Period 2	6.0	L_GABAGES212
Digital Hermeneutics and Visualisation	Period 2	6.0	L_AABAALG047
Dutch Literature and Culture of the Golden Age	Period 1	6.0	L_NOBAALG005
Early Christian Studies: Biblical Exegesis and the Formation of Christian Culture	Period 4+5	6.0	L_XCBAGLT304
Elementary Course Babylonian 1	Period 1	3.0	L_SABAOHK105
Elementary Course Babylonian 2	Period 2+3	6.0	L_SABAOHK106
Elementary Course Babylonian 3	Period 4	3.0	L_SABAOHK107
Elementary Course Babylonian 4	Period 5+6	6.0	L_SABAOHK108
Empire and Continental Europe	Period 4+5	9.0	L_GCBAGES304
Empires and States in a Globalising World (1500-present)	Period 5	6.0	L_GWBAGES211
English: Talk in Context	Period 5	6.0	L_ETBACIW101
Exhibition Machines	Period 1	6.0	L_AABAMKD201
Fiction and Film	Period 5	6.0	L_ELBALES205
Film and Media History	Period 1	6.0	L_AABAMKD202
Global English	Period 1	6.0	L_ETBAETK209
Global Migration History	Period 4	6.0	L_GABAGES218
Greek and Latin Patristic Literature	Period 1	3.0	L_XCBAALG001
Hellenism from Alexander the Great to Severus Alexander	Ac. Year (September), Period 4	6.0	L_GOBAGES203
Historical Texts Babylonia	Period 1	3.0	L_SABAOHK211
History and Cultures of the Ancient Near East A	Period 1	3.0	L_SABAOHK206
History and Cultures of the Ancient Near East B	Period 1	3.0	L_SABAOHK213

History of Ancient Near Eastern Literature	Period 5	3.0	L_SABAOHK109
History of Emotions	Period 4+5+6	9.0	L_AABAGES301
History of the Levant A	Period 2	3.0	L_SABAOHK215
History of the Levant B	Period 3	3.0	L_SABAOHK216
Imagining the Dutch: themes in Dutch History	Period 4+5	6.0	L_GCBAALG004
Imagining the Dutch:themes Dutch History	Period 1+2	6.0	L_GCBAALG003
Information and its History	Period 2	6.0	L_GABAALG201
Literature and Media	Period 4	6.0	L_ALBALES105
Literature, Culture and Society	Period 1	6.0	L_ALBALES101
Literatures of the Anglophone Americas	Period 4	6.0	L_ELBAELK305
Mediterranean Archaeology: Imagining the Past	Period 5+6	6.0	L_BMBAARC305
Mesopotamian Legal Texts	Period 5	6.0	L_SABAOHK217
Networks Around the Indian Ocean	Period 4+5+6	9.0	L_GWBAGES302
Product Design, History and Culture	Period 1	6.0	L_AABAMKD203
Shakespeare Adaptations	Period 5	3.0	L_ELBAELK306
Social History of the United States	Period 1	6.0	L_GEBAALG003
The Archaic Period in the Eastern Aegean	Ac. Year (September), Period 2+3	6.0	L_BMBAARC206
The Netherlands in the Early Modern Period	Period 2	6.0	L_GABAGES207
The Netherlands in the Late Middle Ages	Period 1	6.0	L_GMBAGES204
The United States South, 1800-1970	Period 2	6.0	L_GEBAALG005
To Have and to Hold: The History of Collecting and Exhibiting (1500- present)	Period 2	6.0	L_GCBAGES217
What is e-Humanities?	Period 5	6.0	L_AABAALG204
World Heritage: Historical Sites, Contemporary Debates	Period 5	6.0	L_AABAGES205

Faculty of Earth and Life Sciences

Programme components:

- Bachelor's exchange courses offered by the Faculty of Earth and Life Sciences
- Minors offered by the Faculty of Earth and Life Sciences

Bachelor's exchange courses offered by the Faculty of Earth and Life Sciences

Courses:

Name	Period	Credits	Code
Allergy and Autoimmunity	Period 1	6.0	AB_1024
Behavioural Biology	Period 2	6.0	AB_1041
Biochemistry of Health and Disease	Period 2	6.0	AB_1054
Climate Science	Period 1	6.0	AB_1102
Clinical Movement Analysis	Period 6	6.0	B_CLINMOVEAN
Clinical Trials and Health Care	Period 2	6.0	AB_1043
Cognitive Neuroscience	Period 1	6.0	AB_1056
Community-based Health Interventions	Period 3	6.0	AB_1110
Decision Making in Policy and Public Administration	Period 5	3.0	AB_450258
Double Burden of Disease	Period 2	6.0	AB_1109
Drivers of Change in Global Health	Period 2	6.0	AB_1108
Drugs and Addiction	Period 3	6.0	AB_1032
Environmental Toxicology	Period 1	6.0	AB_1020
Evolutionary Genetics	Period 3	6.0	AB_1022
Experimental Cell Biology I	Period 1	6.0	AB_1047
Experimental Cell Biology II	Period 1	6.0	AB_1048
Experimental Immunology	Period 1	6.0	AB_1055
Food for Thought	Period 2	6.0	AB_1036
From Protein to Cell	Period 2	6.0	AB_1052
Genetics and Public Health	Period 2	6.0	AB_1025
Geobotany and Eco-Hydrology	Period 1	6.0	AB_1092
Health @ Work	Period 1	6.0	AB_1033
Human Evolution	Period 2	6.0	AB_1021
Human Neurophysiology	Period 6	6.0	AB_1111
Infectious Diseases and Vaccine Development	Period 3	6.0	AB_1046
Introduction to Biogeosciences	Period 2	6.0	AB_1094
Introduction to Environmental Sciences	Period 3	6.0	AB_1105
Isotope Geochemistry	Period 3	6.0	AB_1104
Key Strategies in Disability and Neuropathy	Period 1	6.0	AB_1045
Land Use Change	Period 3	6.0	AB_1106

Mechanisms of Brain Diseases	Period 2	6.0	AB_1058
Mind and Machine	Period 3	6.0	AB_1060
Molecular Cell Biology	Period 2	6.0	AB_1053
Molecular Microbiology	Period 3	6.0	AB_470610
Molecular Principles of Brain Disorders	Period 2	6.0	AB_1049
Moving Matters in Health	Period 2	6.0	AB_1035
Nature versus Nurture	Period 1	6.0	AB_1057
Neurological and Psychiatric Disorders	Period 1	6.0	AB_1023
Neuronal Networks and Behavior	Period 3	6.0	AB_1051
Oncology and Public Health	Period 3	6.0	AB_1027
Petrology of System Earth	Period 1	6.0	AB_1098
Sedimentary Environments	Period 2	6.0	AB_1093
Sedimentology and Historical Geology	Period 1	6.0	AB_1097
Sexual Health: Threats and Opportunities	Period 1	6.0	AB_1034
Structural Geology C	Period 2	6.0	AB_1099
Systems Ecology	Period 1	6.0	AB_1019
Tailoring Medicine and Telemedicine	Period 2	6.0	AB_1044
The Adaptive Brain	Period 2	6.0	AB_1050
The Developing Brain	Period 2	6.0	AB_1059
Toxicology and Neurodevelopment	Period 2	6.0	AB_1026

Minors offered by the Faculty of Earth and Life Sciences

Programme components:

- Minor Earth Surface - track AW
- Minor Solid Earth
- Minor Five Big Issues in Health
- Minor Biomedical and Health Interventions
- Minor Biomedical Topics in Health Care
- Minor Biomolecular and Neurosciences
- Minor Brain and Mind
- Minor Evolutionary Biology and Ecology
- Nationale GI-minor
- Minor Topics in Biomedical Sciences

Minor Earth Surface - track AW

Courses:

Name	Period	Credits	Code
Climate Science	Period 1	6.0	AB_1102
Geobotany and Eco-Hydrology	Period 1	6.0	AB_1092
Human Geography I	Period 2	6.0	AB_450099
Hydrology of The Netherlands	Period 2	6.0	AB_450085
Introduction to Biogeosciences	Period 2	6.0	AB_1094
Introduction to Environmental Sciences	Period 3	6.0	AB_1105
Sedimentary Environments	Period 2	6.0	AB_1093

Minor Solid Earth

Courses:

Name	Period	Credits	Code
Human Geography I	Period 2	6.0	AB_450099
Hydrology of The Netherlands	Period 2	6.0	AB_450085
Introduction to Biogeosciences	Period 2	6.0	AB_1094
Isotope Geochemistry	Period 3	6.0	AB_1104
Petrology of System Earth	Period 1	6.0	AB_1098
Sedimentology and Historical Geology	Period 1	6.0	AB_1097
Structural Geology C	Period 2	6.0	AB_1099

Minor Five Big Issues in Health

Courses:

Name	Period	Credits	Code
Drugs and Addiction	Period 3	6.0	AB_1032
Food for Thought	Period 2	6.0	AB_1036
Health @ Work	Period 1	6.0	AB_1033
Moving Matters in Health	Period 2	6.0	AB_1035
Sexual Health: Threats and Opportunities	Period 1	6.0	AB_1034

Minor Biomedical and Health Interventions

Courses:

Programme components:

- Minor Biomedical and Health Interventions - track Global Health
- Minor Biomedical and Health Interventions, track Health Intervention

Minor Biomedical and Health Interventions - track Global Health

Courses:

Name	Period	Credits	Code
Community-based Health Interventions	Period 3	6.0	AB_1110
Double Burden of Disease	Period 2	6.0	AB_1109
Drivers of Change in Global Health	Period 2	6.0	AB_1108
Future Challenges in Global Health	Period 1	6.0	AB_1042
Key Strategies in Disability and Neuropathy	Period 1	6.0	AB_1045

Minor Biomedical and Health Interventions, track Health Intervention

Courses:

Name	Period	Credits	Code
Clinical Trials and Health Care	Period 2	6.0	AB_1043
Future Challenges in Global Health	Period 1	6.0	AB_1042
Infectious Diseases and Vaccine Development	Period 3	6.0	AB_1046
Key Strategies in Disability and Neuropathy	Period 1	6.0	AB_1045
Tailoring Medicine and Telemedicine	Period 2	6.0	AB_1044

Minor Biomedical Topics in Health Care

Courses:

Name	Period	Credits	Code
Allergy and Autoimmunity	Period 1	6.0	AB_1024
Genetics and Public Health	Period 2	6.0	AB_1025
Neurological and Psychiatric Disorders	Period 1	6.0	AB_1023

Oncology and Public Health	Period 3	6.0	AB_1027
Toxicology and Neurodevelopment	Period 2	6.0	AB_1026

Minor Biomolecular and Neurosciences

Programme components:

- Minor Biomolecular and Neurosciences track Neuroscience
- Minor Biomolecular and Neurosciences track Biomolecular Sciences

Minor Biomolecular and Neurosciences track Neuroscience

Courses:

Courses:

Name	Period	Credits	Code
Experimental Cell Biology I	Period 1	6.0	AB_1047
Experimental Cell Biology II	Period 1	6.0	AB_1048
Molecular Principles of Brain Disorders	Period 2	6.0	AB_1049
Neuronal Networks and Behavior	Period 3	6.0	AB_1051
The Adaptive Brain	Period 2	6.0	AB_1050

Minor Biomolecular and Neurosciences track Biomolecular Sciences

Courses:

Courses:

Name	Period	Credits	Code
Experimental Cell Biology I	Period 1	6.0	AB_1047
Experimental Cell Biology II	Period 1	6.0	AB_1048
From Protein to Cell	Period 2	6.0	AB_1052
Molecular Cell Biology	Period 2	6.0	AB_1053
Molecular Microbiology	Period 3	6.0	AB_470610

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

Minor Evolutionary Biology and Ecology

Evolution is a central theme in biology, which pervades all biological disciplines. The basic theme of this program is to illustrate how evolutionary thinking has penetrated such diverse areas as ecology, genetics, molecular biology, animal physiology and behavioral sciences. The study of unifying principles of biology is the main theme of this minor program.

Aim:
The general aim of the program is to provide an in-depth treatment of selected topics in modern biological sciences, such that the students are stimulated to pursue their further studies in one of these topics, in a specialized graduate program. At the same time, this minor also provides a broad basis for pursuing a general biology graduate program coupled to a professional career in education or science communication.

Target population:
Undergraduate students of Biology or equivalent biological disciplines from VU (BSc Biomedical Sciences, Earth Sciences, Health & Life Sciences), other Dutch universities and other European universities.

Courses:

Name	Period	Credits	Code
Behavioural Biology	Period 2	6.0	AB_1041
Environmental Toxicology	Period 1	6.0	AB_1020
Evolutionary Genetics	Period 3	6.0	AB_1022
Human Evolution	Period 2	6.0	AB_1021
Systems Ecology	Period 1	6.0	AB_1019

Nationale GI-minor

De GI Research Assignment kan gevolgd worden in twee varianten: één van 6 EC in combinatie met twee specialisatievakken; of van 12 EC in combinatie met één specialisatievak.

Eén of twee specialisatiecursussen kunnen gevolgd worden aan één van de samenwerkende universiteiten van de Nationale GI minor.

Courses:

Name	Period	Credits	Code
Geo data	Period 1	6.0	AB_1086
Geographic Analysis and Visualisation	Period 1	6.0	AB_1107

GI Research Assignment	Period 2+3	6.0	AB_1088
Land Use Change	Period 3	6.0	AB_1106

Minor Topics in Biomedical Sciences

Courses:

Courses:

Name	Period	Credits	Code
Allergy and Autoimmunity	Period 1	6.0	AB_1024
Antimicrobials compounds: from clinical	Period 3	6.0	AB_1122
Biochemistry of Health and Disease	Period 2	6.0	AB_1054
Experimental Immunology	Period 1	6.0	AB_1055
Molecular Principles of Brain Disorders	Period 2	6.0	AB_1049

Faculty of Sciences

Programme components:

- Bachelor's exchange courses offered by the Faculty of Sciences

Bachelor's exchange courses offered by the Faculty of Sciences

Courses:

Name	Period	Credits	Code
Advanced Programming	Period 1	6.0	X_400561
Algebraic Topology	Period 4+5	6.0	X_400482
Applied Analysis: Financial Mathematics	Period 1+2	6.0	X_400076
Bifurcation Theory	Period 1+2	6.0	X_417012
Computer Networks	Period 2	6.0	X_400487
Computer Systems	Period 4	6.0	X_401030
Concurrency & Multithreading	Period 1	6.0	X_401031
Data Structures and Algorithms	Period 1	6.0	X_400614
Databases	Period 4	6.0	X_401008
Differential Geometry	Period 1+2	6.0	X_400631
Empirical Methods	Period 2	6.0	X_401020
Functional Analysis	Period 4+5	6.0	X_417013
Heuristics	Period 3	6.0	X_401012

History of Science	Period 5	3.0	X_400318
Human-Computer Interaction	Period 6	6.0	X_400432
Information Retrieval	Period 2	6.0	X_400435
Intelligent Systems	Period 3	6.0	X_401086
Introduction to Partial Differential Equations	Period 4	3.0	X_401023
Logic and Modelling	Period 2	6.0	X_401015
Logic and Sets	Period 4	6.0	X_401090
Mathematische statistiek		6.0	X_417010
Measure Theory	Period 1+2	6.0	X_401028
Networks and Graphs	Period 5	6.0	X_401010
Number Theory	Period 1+2	6.0	X_400632
Numerical Methods	Period 4+5	6.0	X_401039
Pervasive Computing	Period 2	6.0	X_400552
Principles of Bioinformatics	Period 1	6.0	X_401094
Programming	Period 1, Period 2	6.0	X_400554
Project Application Development	Period 6	6.0	X_400556
Representation Theory	Semester 1	6.0	X_417004
Security	Period 5	6.0	X_401091
Semantic Web	Period 1	6.0	X_400083
Service Science	Period 2	6.0	X_401077
Software Modelling	Period 4	6.0	X_401016
Statistical Data Analysis	Period 4+5	6.0	X_401029
Systems Programming	Period 1	6.0	X_400377
Web Technology	Period 3	6.0	X_400488
Workshop Mathematical Modelling	Period 3	6.0	X_401062

Faculty of Economics & Business Administration

Programme components:

- Bachelor's exchange courses offered by the Faculty of Economics and Business Administration

Bachelor's exchange courses offered by the Faculty of Economics and Business Administration

Courses:

Name	Period	Credits	Code
Advanced Business Research Methods	Period 4	6.0	E_IBA3_ABRM

Advanced Human Resources Management	Period 1	6.0	E_BK3_AHRM
Applied Quantitative Economics	Period 4	6.0	E_EBE3_AQE
Business Information Technology	Period 1	6.0	E_IBA2_BIT
Business Intelligence	Period 1	6.0	E_BK3_BI
Combinatorial Optimization	Period 4	3.0	E_EOR3_COMB
Consumer Behavior	Period 1	6.0	E_EBE3_CB
Corporate Finance	Period 2	6.0	E_EBE3_CF
Corporate Financial Management	Period 4	6.0	E_BK3_CFM
Development Economics	Period 4	6.0	E_EBE3_DEVEC
E-Business and IT-Industry	Period 2	6.0	E_BK3_EBITI
Econometrics I	Period 1	3.0	E_EOR3_TR1
Enterprise Systems	Period 2	6.0	E_BK3_ES
Environmental Economics and Management	Period 4	6.0	E_EBE3_EEM
European Business Law	Period 4	6.0	E_IBA2_EULAW
European Distribution and Supply Chain Logistics	Period 1	6.0	E_BK3_EDSCL
European Integration and Networks	Period 1+2, Period 4+5	6.0	E_IBA3_EUIN
Finance, Banking and Insurance	Period 2	6.0	E_BK3_FBI
Financial Econometrics	Period 5	3.0	E_EOR3_FINTR
Financial Management	Period 2	6.0	E_IBA2_FM
Human Resources Management	Period 3	3.0	E_IBA2_HRM
Integration: Business Plan	Period 6	3.0	E_IBA2_IBP
International Economics	Period 2	6.0	E_EBE3_INTEC
International Strategy	Period 5	6.0	E_EBE3_INTST
Investments	Period 4	6.0	E_EBE3_INV
Knowledge Management	Period 2	6.0	E_BK3_KM
Logistics and Information Systems	Period 5	6.0	E_IBA2_LIS
Macroeconomics	Period 1	6.0	E_EBE3_MAEC
Management Accounting	Period 4	3.0	E_IBA2_MAAC
Management Accounting and Control	Period 1	6.0	E_BK3_MAC
Management and Organization: Consulting Debates	Period 2	6.0	E_EBE3_MO
Marketing Research	Period 4	6.0	E_BK3_MRES
Mathematical Economics I: Game Theory	Period 2	3.0	E_EOR3_WEC1
Microeconomics	Period 2	6.0	E_EBE3_MIEC
Organization Design	Period 2	6.0	E_IBA2_OD

Organization Perspectives and Dynamics	Period 2	6.0	E_BK3_OPD
Philosophy I	Period 6	3.0	E_IBA2_PHIL1
Philosophy II	Period 5	3.0	E_IBA3_PHIL2
Quantitative Business Analysis	Period 4	3.0	E_IBA2_QBA
Services Logistics	Period 4	6.0	E_BK3_SL
Services Marketing Management	Period 5	6.0	E_IBA2_SMM
Social Network Analysis	Period 4	6.0	E_IBA3_SNA
Statistics II	Period 3	3.0	E_IBA2_STAT2
Strategic Behaviour and Industrial Organisation	Period 5	3.0	E_EOR3_SGIO
Strategic Management and the Strategy Process	Period 4	6.0	E_BK3_SMSP
Strategy and Economics	Period 5	6.0	E_EBE3_SEC
Strategy and Environment	Period 1	6.0	E_IBA2_SENV
Transport and Network Economics	Period 4	6.0	E_EBE3_TNE
Transport, Distribution and Logistics	Period 2	6.0	E_BK3_TDL
Urban Economics	Period 2	6.0	E_EBE3_UEC

Faculty of Philosophy

Programme components:

- Englih taught bachelor's courses of the Faculty of Philosophy

Englih taught bachelor's courses of the Faculty of Philosophy

Courses:

Name	Period	Credits	Code
Philosophical Anthropology II – Philosophy of the Emotions	Period 5+6	6.0	W_BA_ANTR2
Philosophical Ethics II	Period 5+6	6.0	W_BA_ETH2
Philosophy and Islam	Period 4	6.0	W_FIL_ISL

Faculty of Psychology and Education

Programme components:

- Bachelor's exchange courses offered by the Faculty of Psychology and Education

- Minors offered by the Faculty of Psychology and Education

Bachelor's exchange courses offered by the Faculty of Psychology and Education

Courses:

Name	Period	Credits	Code
Brains and Behavior	Period 2	6.0	P_BBRAINB
Cognitive Neuroscience and Neuropsychology	Period 2	6.0	P_BCNNPSY
Communication	Period 4	6.0	P_BCOMMUN
Conflict and cooperation	Period 1	6.0	P_BCONCOO
Evolutionary Psychology	Period 2	6.0	P_BEVOLPS
Genes and Behavior	Period 1	6.0	P_BGENBEH
Group Dynamics	Period 2	6.0	P_BGRDYNA
History and Philosophy of Psychology	Period 4	6.0	P_BHISPHI
Human Resource Development	Period 2	6.0	P_BHRDEVE
Ideals in Education	Period 1	6.0	P_BIDEALO
Management and Organisation	Period 1	6.0	P_BMANORG
Mind Brain and Education	Period 2	6.0	P_BMBEDUC
Molecular Genetics	Period 2	6.0	P_BMOLGEN
Research toolbox	Period 3	6.0	P_BRESTBX
Sensation and Perception	Period 1	6.0	P_BSENPER
Social Cognition	Period 1	6.0	P_BSOCCOG
Stress and Health	Period 1	6.0	P_BSTRHEA
Theme: Addiction	Period 5	6.0	P_BADDICT
Theme: Cognition and Emotion	Period 5	6.0	P_BCOGEMO
Theme: Emotional Development	Period 5	6.0	P_BEMOONT
Theme: Human Cooperation: Selfishness versus Altruism	Period 5	6.0	P_BHUMCOO

Minors offered by the Faculty of Psychology and Education

Programme components:

- Bachelor psychologie, jaar 3, Minor Biological psychology
- Bachelor psychologie, jaar 3, Research minor psychology

Bachelor psychologie, jaar 3, Minor Biological psychology

During this minor, students will gain comprehensive knowledge on the relation among behaviour, health, genes and the brain. Students will be able to read and value literature on genetics of disease and behaviour, on the function of the autonomic and central nervous systems. They also will be able to perform psychophysiological experiments and to analyze large genetic datasets.

Courses:

Name	Period	Credits	Code
Analysis in R	Period 3	6.0	P_BANALIR
Brains and Behavior	Period 2	6.0	P_BBRAINB
Genes and Behavior	Period 1	6.0	P_BGENBEH
Molecular Genetics	Period 2	6.0	P_BMOLGEN
Stress and Health	Period 1	6.0	P_BSTRHEA

Bachelor psychologie, jaar 3, Research minor psychology

During this minor, students will get a flavor of cutting-edge knowledge in different fields of psychology: those of social psychology, cognitive psychology, evolutionary psychology, cognitive neuroscience and educational neuroscience. Students will gain knowledge about the scientific tools used to examine influences on human behavior in these areas of research, and they will learn to integrate methodologies and analytical approaches of different research areas. They will also gain experience with doing research and learn how to report about research findings in an attractive way.

Programme components:

- Bachelor psychologie, jaar 3, Research minor psychology, Keuzevakken
- Bachelor psychologie, jaar 3, Research minor psychology, Verplichte vakken

Bachelor psychologie, jaar 3, Research minor psychology, Keuzevakken

Choose four out of five courses.

Courses:

Name	Period	Credits	Code
Cognitive Neuroscience and Neuropsychology	Period 2	6.0	P_BCNNPSY
Conflict and cooperation	Period 1	6.0	P_BCONCOO
Evolutionary Psychology	Period 2	6.0	P_BEVOLPS
Mind Brain and Education	Period 2	6.0	P_BMBEDUC
Sensation and Perception	Period 1	6.0	P_BSENPER

Bachelor psychologie, jaar 3, Research minor psychology, Verplichte vakken

This course is compulsory.

Courses:

Name	Period	Credits	Code
Research toolbox	Period 3	6.0	P_BRESTBX

Faculty of Social Sciences

Programme components:

- Bachelor's exchange courses offered by the Faculty of Social Sciences
- Minors offered by the Faculty of Social Sciences

Bachelor's exchange courses offered by the Faculty of Social Sciences

Courses:

Name	Period	Credits	Code
Anthropology of Religion	Period 1	6.0	S_AR
Business Anthropology	Period 1	6.0	S_BA
Capita Selecta Political Science	Period 3	6.0	S_CSps
Comparative Political Research	Period 2	6.0	S_CPR
Culture and Citizenship	Period 2	6.0	S_CC
Culture and New Media	Period 4	6.0	S_CNM
Decision Making and Institutional Development	Period 6	6.0	S_DMID
Development and Globalization	Period 1	6.0	S_DG
Development from an Interdisciplinary Viewpoint	Period 3, Period 4	6.0	S_DIV
Enterprising Regions	Period 2	6.0	S_ER
Entrepreneuring in Amsterdam	Period 3	6.0	S_EA
Entrepreneurship and Networks	Period 2	6.0	S_EN
Entrepreneurship Industry	Period 1	6.0	S_EI
Environment and Development	Period 1	6.0	S_ED
Ethnographic Monographs	Period 5	6.0	S_ETHMO
EU Governance in an International Context	Period 4	6.0	S_EUGIC
Global Political Economy	Period 2	6.0	S_GPE

Global Religion and Local Diversity	Period 2	6.0	S_GRLD
History and Theory of Anthropology	Period 3	6.0	S_HTA
History of Political Thought	Period 4	6.0	S_HPT
Identity and Diversity in Organizations	Period 2	6.0	S_IDO
Identity, Ethnicity and Nationalism	Period 2	6.0	S_IEN
Individual Processing of Media	Period 4	6.0	S_IPM
Intercultural Communication	Period 1	6.0	S_IC
International Relations and Global Governance	Period 1	6.0	S_IRGG
Introduction Entrepreneurship	Period 1	6.0	S_INTROE
Media Entertainment	Period 2	6.0	S_ME
Organization Politics	Period 2	6.0	S_OP
Organizational Culture and Change	Period 4	6.0	S_OCC
Organizational Discourse and Narrative Analysis	Period 3	6.0	S_ODNA
Organizations in the 21st Century	Period 4	6.0	S_O21C
Public Management	Period 1	6.0	S_PM
Public Relations and Reputation Management	Period 5	6.0	S_PRRM
Radicalization and Conflict	Period 1, Period 4+5	6.0	S_RC
Social Inequalities and the Welfare State	Period 4	6.0	S_SIWS
Social Structure and Political Mobilization	Period 5	6.0	S_SSPM
Sociology of Globalization and Multiculturalism	Period 1	6.0	S_SGM
State, Power and Conflict	Period 1	6.0	S_SPC
The Senses and the Emotions: Working with Anthropology and History	Period 5	6.0	S_SEWAH
Urban Struggle	Period 3	6.0	S_US

Minors offered by the Faculty of Social Sciences

Programme components:

- Anthropology
- Minor Development Studies
- Minor Entrepreneurship
- Minor Frontiers of Multicultural Societies
- Minor International Security

- Minor Organizational Culture
- Minor Political Science
- Sociology, Politics & Policy

Anthropology

Courses:

Name	Period	Credits	Code
Anthropology of Religion	Period 1	6.0	S_AR
Culture and Citizenship	Period 2	6.0	S_CC
Development and Globalization	Period 1	6.0	S_DG
Global Religion and Local Diversity	Period 2	6.0	S_GRLD
History and Theory of Anthropology	Period 3	6.0	S_HTA

Minor Development Studies

Courses:

Name	Period	Credits	Code
Culture and Citizenship	Period 2	6.0	S_CC
Development and Globalization	Period 1	6.0	S_DG
Development from an Interdisciplinary Viewpoint	Period 3, Period 4	6.0	S_DIV
Environment and Development	Period 1	6.0	S_ED
Global Political Economy	Period 2	6.0	S_GPE

Minor Entrepreneurship

Courses:

Name	Period	Credits	Code
Enterprising Regions	Period 2	6.0	S_ER
Entrepreneuring in Amsterdam	Period 3	6.0	S_EA
Entrepreneurship and Networks	Period 2	6.0	S_EN
Entrepreneurship Industry	Period 1	6.0	S_EI
Introduction Entrepreneurship	Period 1	6.0	S_INTROE

Minor Frontiers of Multicultural Societies

Courses:

Name	Period	Credits	Code
Global Religion and Local Diversity	Period 2	6.0	S_GRLD
Identity and Diversity in Organizations	Period 2	6.0	S_IDO
Radicalization and Conflict	Period 1, Period 4+5	6.0	S_RC
Sociology of Globalization and Multiculturalism	Period 1	6.0	S_SGM
Urban Struggle	Period 3	6.0	S_US

Minor International Security

Courses:

Name	Period	Credits	Code
Ethics and Integrity of Governance	Period 2	6.0	S_EIG
Law of International Security	Period 2	6.0	R_LIS
Politics of International Security	Period 1	6.0	S_PISC
Research Paper International Security	Period 3	6.0	S_RPIS
Security and Policing	Period 1	6.0	S_SP

Minor Organizational Culture

Courses:

Name	Period	Credits	Code
Business Anthropology	Period 1	6.0	S_BA
Identity and Diversity in Organizations	Period 2	6.0	S_IDO
Intercultural Communication	Period 1	6.0	S_IC
Organization Politics	Period 2	6.0	S_OP
Organizational Discourse and Narrative Analysis	Period 3	6.0	S_ODNA

Minor Political Science

Courses:

Name	Period	Credits	Code
Capita Selecta Political Science	Period 3	6.0	S_CSps
Comparative Political Research	Period 2	6.0	S_CPR
Global Political Economy	Period 2	6.0	S_GPE
International Relations and Global Governance	Period 1	6.0	S_IRGG
State, Power and Conflict	Period 1	6.0	S_SPC

Sociology, Politics & Policy

Courses:

Name	Period	Credits	Code
Decision Making and Institutional Development	Period 6	6.0	S_DMID
EU Governance in an International Context	Period 4	6.0	S_EUGIC
Radicalization and Conflict	Period 1, Period 4+5	6.0	S_RC
Social Inequalities and the Welfare State	Period 4	6.0	S_SIWS
Social Structure and Political Mobilization	Period 5	6.0	S_SSPM

Faculty of Law

Programme components:

- Bachelor's exchange courses offered by the Faculty of Law
- Minors offered by the Faculty of Law

Bachelor's exchange courses offered by the Faculty of Law

Courses:

Name	Period	Credits	Code
Center for International Criminal Justice Research Lab	Ac. Year (September)	6.0	R_CICJ
Competition Law	Period 4	6.0	R_Eur.comp.l

Crime and Justice in the Netherlands	Period 5	6.0	R_CrimJust
Current Issues in Transnational Law	Period 3	3.0	R_CIsTrL
E-Commerce Law	Period 5	6.0	R_E.commerc
EU Internal Market Law	Period 1	6.0	R_EUIML
European Constitutional Law	Period 2	6.0	R_Eur.consti
Hist. Introd. to Eur. Legal Science	Period 2	6.0	R_Hist.intro
Human Rights and Migration: Current Issues	Period 3	3.0	R_HumRCI
International Arbitration	Period 4	6.0	R_Int.com.ar
Internet Governance	Period 1	6.0	R_InternGov
Law of International Security	Period 2	6.0	R_LIS
Migration Law Clinic	Ac. Year (September)	12.0	R_MiLaCl
Public International Law	Period 1	6.0	R_Pub.int.l
Transnational Organized Crime	Period 2	6.0	R_Trans.org.

Minors offered by the Faculty of Law

Programme components:

- Minor Transnational Law and Society

Minor Transnational Law and Society

Courses:

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

Interdisciplinary Minors

Programme components:

- Minor Brain and Mind
- Minor Development Studies
- Minor Entrepreneurship
- Minor Frontiers of Multicultural Societies
- Minor International Security
- Minor Organizational Culture
- Minor Political Science
- Sociology, Politics & Policy

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

Minor Development Studies

Courses:

Name	Period	Credits	Code
Culture and Citizenship	Period 2	6.0	S_CC
Development and Globalization	Period 1	6.0	S_DG
Development from an Interdisciplinary Viewpoint	Period 3, Period 4	6.0	S_DIV
Environment and Development	Period 1	6.0	S_ED
Global Political Economy	Period 2	6.0	S_GPE

Minor Entrepreneurship

Courses:

Name	Period	Credits	Code
Enterprising Regions	Period 2	6.0	S_ER
Entrepreneuring in Amsterdam	Period 3	6.0	S_EA

Entrepreneurship and Networks	Period 2	6.0	S_EN
Entrepreneurship Industry	Period 1	6.0	S_EI
Introduction Entrepreneurship	Period 1	6.0	S_INTROE

Minor Frontiers of Multicultural Societies

Courses:

Name	Period	Credits	Code
Global Religion and Local Diversity	Period 2	6.0	S_GRLD
Identity and Diversity in Organizations	Period 2	6.0	S_IDO
Radicalization and Conflict	Period 1, Period 4+5	6.0	S_RC
Sociology of Globalization and Multiculturalism	Period 1	6.0	S_SGM
Urban Struggle	Period 3	6.0	S_US

Minor International Security

Courses:

Name	Period	Credits	Code
Ethics and Integrity of Governance	Period 2	6.0	S_EIG
Law of International Security	Period 2	6.0	R_LIS
Politics of International Security	Period 1	6.0	S_PISC
Research Paper International Security	Period 3	6.0	S_RPIS
Security and Policing	Period 1	6.0	S_SP

Minor Organizational Culture

Courses:

Name	Period	Credits	Code
Business Anthropology	Period 1	6.0	S_BA
Identity and Diversity in Organizations	Period 2	6.0	S_IDO
Intercultural Communication	Period 1	6.0	S_IC
Organization Politics	Period 2	6.0	S_OP

Organizational Discourse and Narrative Analysis	Period 3	6.0	S_ODNA

Minor Political Science

Courses:

Name	Period	Credits	Code
Capita Selecta Political Science	Period 3	6.0	S_CSps
Comparative Political Research	Period 2	6.0	S_CPR
Global Political Economy	Period 2	6.0	S_GPE
International Relations and Global Governance	Period 1	6.0	S_IRGG
State, Power and Conflict	Period 1	6.0	S_SPC

Sociology, Politics & Policy

Courses:

Name	Period	Credits	Code
Decision Making and Institutional Development	Period 6	6.0	S_DMID
EU Governance in an International Context	Period 4	6.0	S_EUGIC
Radicalization and Conflict	Period 1, Period 4+5	6.0	S_RC
Social Inequalities and the Welfare State	Period 4	6.0	S_SIWS
Social Structure and Political Mobilization	Period 5	6.0	S_SSPM

Academic English: Grammar

Course code	L_ETBAALG001 ()
Period	Period 1
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	G.A. Dreschler MA
Examinator	G.A. Dreschler MA
Teaching staff	G.A. Dreschler MA
Teaching method(s)	Seminar, Lecture
Level	100

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

Course content
A practical introduction to basic aspects of the grammar of contemporary English, focusing on the most important problems that students typically have when writing formal English, as well as some of the differences between English and Dutch.

Form of tuition
Interactive lectures and seminars; weekly assignments

Type of assessment
Online multiple choice test

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

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

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

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

Academic English: Pronunciation training

Course code	L_ETBAALG002 ()
Period	Period 2
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. L.M. Rupp
Examinator	dr. L.M. Rupp
Teaching staff	dr. L.M. Rupp
Teaching method(s)	Seminar, Lecture
Level	100

Course objective
After successfuly completing this course you will be able to describe the 10 most common English pronunciation difficulties and fix these in your own pronunciation, so that you are at least intelligible to other users of English. You will also be able to describe the adverse effects

of a broad foreign accent in professional situations, and you will develop spoken English that serves your individual needs, becoming more comfortable and confident using spoken English.

Course content
We will analyse the 10 most common English pronunciation difficulties.

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

Type of assessment
2 recordings

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

Target group
Students across the university who wish to improve their English pronunciation

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

Academic English: Writing 1

Course code	L_EABAALG005 ()
Period	Period 1
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. M. Hannay
Examinator	prof. dr. M. Hannay
Teaching staff	prof. dr. M. Hannay, G.A. Dreschler MA, drs. F. Teunissen
Teaching method(s)	Lecture, Seminar
Level	100

Course objective
After successfully completing this course you will be able to write a well-structured English text in a formal style about a subject related to your own study, free of serious lexical and grammatical error which would have an adverse effect on the readability of the text. In terms of the Common European Framework of Reference [CEFR], successful completion of this course together with its sister course 'Academic English: Grammar' will bring you to level B2 in terms of communciative competence and B2i in terms of grammatical accuracy and vocabulary control.

Course content
In this first writing course the emphasis is on (a) identifying the paragraph structures, sentence structures and kind of language used in different academic texts in different disciplines, and (b) getting to

grips with the basic problems involved in writing good, formal English (e.g. differences between English and Dutch, the essentials of English punctuation, formal style).

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

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

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

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

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

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

Academic English: Writing 2

Course code	L_ETBAALG005 ()
Period	Period 2+3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	drs. F. Teunissen
Examinator	drs. F. Teunissen
Teaching staff	drs. F. Teunissen
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 degree where English is the language of tuition. In terms of the Common European Framework of Reference [CEFR] you will be at level B2 for linguistic accuracy and at the high end of B2 for relevant communicative competence.

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

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

Form of tuition
In period 2: 2 hrs per week lecture; 2 hrs per week seminar.

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

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

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

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

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

Advanced Business Research Methods

Course code	E_IBA3_ABRM (61742010)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. A.J. Porter
Examinator	dr. A.J. Porter
Teaching staff	dr. ir. J.J. Berends, ir. F. Deken
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
This course aims to familiarize you with different approaches in business research and develop your skills to apply qualitative and

quantitative research methods.

Course content
- Qualitative and quantitative research strategies and research cycles (case study; grounded theory; ethnography; focus group; survey)
- Qualitative methods of data collection (incl. interviews) and analysis (incl. coding)
- Quantitative methods of data collection (incl. questionnaire construction) and analysis (incl. multivariate analyses)

Form of tuition
Lectures and tutorials
The lectures provide an introduction to the use of qualitative and quantitative methods in business research. The assignments are introduced in the lectures and the lectures provide the background knowledge needed to make the assignments. Attendance to the lectures is strongly recommended.
During the tutorials students will receive guidance and feedback on their assignments. Presence at the tutorials is obligatory.

Type of assessment
Individual written exam (50%) and group assignments on qualitative methods (25%) and quantitative methods (25%). In order to pass you need at least a 5.5 for each component.

Course reading
Will be announced at Blackboard.

Entry requirements
Business Research Methods (1st year course)

Advanced Human Resources Management

Course code	E_BK3_AHRM (61312000)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. D.A. Driver-Zwartkruis
Examinator	dr. D.A. Driver-Zwartkruis
Teaching staff	dr. D.A. Driver-Zwartkruis
Teaching method(s)	Lecture, Response class
Level	300

Course objective
- To introduce theories which inform the study of HRM;
- To heighten students awareness of the importance of HRM in an organizational context
- To facilitate students’ awareness of the behavioral and economic aspects of organizational effectiveness.

Course content
In this course emphasis is given to theories which underpin HRM practices, attention will be given to contemporary topics including workplace diversity. Thus, a variety of theories will be discussed.

Increasingly, HR professionals are playing a significant role in assisting management with syncretizing employee talent and organizational goals. This role requires HR professionals to give attention to the broader society including economic conditions, labor market situations, demographic composition and international relations. Thereby, HR professionals are empowered to become more central as a business partner in assisting management with designing, implementing and evaluating strategies conducive to maintaining and gaining a competitive advantage.

Form of tuition
Lectures and seminar/response hours. During the lectures, the obligatory literature will be addressed, additionally, guest lecturers will be invited. In the seminars/response hours current events and relevant HRM theories will be discussed, therein theory and practice will be applied.

Type of assessment
multiple choice examination

Course reading
An 'up-to-date' reader that is composed of 8 conceptual and empirical articles on HRM, published in acknowledged international journals.

Entry requirements
Basic knowledge of human resource management processes and practices is assumed (equivalent to the 2nd year course Human Resource Management).

Advanced Programming

Course code	X 400561 (400561)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	ir. M.P.H. Huntjens
Examinator	ir. M.P.H. Huntjens
Teaching staff	ir. M.P.H. Huntjens
Teaching method(s)	Lecture
Level	200

Course objective
To learn advanced programming skills, to get to know and understand advanced programming concepts like inheritance and to get experience with programming some of the data structures that were taught in the course Data Structures & Algorithms.

Course content
abstract data types (ADT's), exceptions, inheritance, interfaces, modifiers, polymorfisme, marker interfaces, wrapper classes, Javadoc, super, this, instanceof, copy constructor, from class Object: clone(), equals() and toString(), auto (un)boxing, generic classes, command line arguments, iterators, interface Iterable, for-each statement, methods with a variable number of parameters, implementation of: list and binary search tree, EBNF, parsing when EBNF of input is given, from API: ArrayList

Form of tuition
lectures and practicals

Type of assessment
Practical assignments

Course reading
Absolute Java, Walter Savitch, Pearson International Edition, Fifth International Edition, ISBN: 978-0-273-76479-3.

Entry requirements
Practical of Programming (X_400554)

Target group
2CS, 2BA

Akkadian Literary Texts B

Course code	L_SABAOHK219 ()
Period	Period 2+3
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. R. de Boer
Examinator	dr. R. de Boer
Teaching staff	dr. R. de Boer
Teaching method(s)	Seminar
Level	200

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

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

Form of tuition
Seminar (werkcollege)

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

Course reading
Depends on the text chosen, will be announced on blackboard before the beginning of the class.

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

Target group
Students with a good knowledge of Akkadian.

Remarks
The course will be offered in alternating years with Akkadian Literary Texts A. This course will be taught in 2014-2015.
The content will change (i.e. the text) so that 2nd and 3rd year students can participate and earn credits in both years. Regular course attendance is obligatory. Not more than one course meeting may be missed.

Algebraic Topology

Course code	X_400482 (400482)
Period	Period 4+5
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. D.R.A.W. Notbohm
Examinator	dr. D.R.A.W. Notbohm
Teaching staff	dr. D.R.A.W. Notbohm
Teaching method(s)	Lecture, Seminar,
Level	400

Course objective
Students should become familiar with basic concepts of Algebraic Topology and learn how to translate geometric questions into algebra.

Course content
- fundamental groups of spaces;
- covering spaces;
- decktransformations;
- homology groups of spaces;
- Eilenberg Steenrod axioms;
- CW-complexes;
- applications such as Brouwer's fixed point therorem, the ham-sandwich theorem, and/or
the hairy dog theorem and/or Jordan's curve theorem

Form of tuition
Lectures and problem classes

Type of assessment
Oral or written examination 75%, weekly exercises 25%

Course reading
Glen E. Bredon, Topology and Geometry, Springer verlag.

E.Looijenga, Algebraic Topology 2010, Lecture Notes

A.Hatcher, Algebraic Topology, Cambridge University Press

Recommended background knowledge
Topologie 1, Algebra 2

Target group
3W, mMath

Allergy and Autoimmunity

Course code	AB_1024 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. M.P. Bergman
Examinator	dr. M.P. Bergman
Teaching method(s)	Lecture, Study Group, Seminar
Level	300

Course objective
After following this course, students will be able to:
• Describe social and economical implications of important allergies and autoimmune diseases, for an individual patient, as well as the society;
• Describe the epidemiology of a few important allergies and autoimmune diseases;
• Explain how immunological tolerance and homeostasis is established and maintained;
• Explain the molecular events that underlie disturbances of the immune system and the effector mechanisms that ultimately result in disease;
• Indicate and explain the role of genetic predisposition and external factors that increase the risk of developing allergic or autoimmune disease(s);
• Explain how microbial and host factors either predispose or protect individuals from developing autoimmune diseases;
• Formulate and critically reflect on different versions of the 'hygiene hypothesis theory';
• Read, understand, summarize and interpret scientific papers in the field of immune-mediated diseases.

Course content
Asthma, Hay fever, Type 1 diabetes (IDDM) and rheumatoid arthritis are well- known examples of immune-mediated diseases in Western populations. In fact, allergic and autoimmune diseases are likely to affect our lives… sooner or later, directly or indirectly. The main purpose of this course is to gain knowledge of the molecular mechanisms that play a role in the onset of allergic and autoimmune diseases. Epidemiology and social and economical impact of allergic and autoimmune diseases on society will be briefly discussed, but this course will FOCUS ON MOLECULAR PROCESSES during onset en progression of allergies and autoimmune diseases.

Form of tuition
Lectures by experts/clinicians in the field of allergy or autoimmunity (23 hrs); Project groups in which students study an allergic or

autoimmune ‘model disease’ (7 contact hrs), resulting an oral presentation,
written report and research proposal. Independent study, preparation and writing the report, presentation and concept map (together 138 hrs).

Presence during project groups is compulsory. On the first day of the course the project groups will be assembled/confirmed. If not present on day one, you will be un-subscribed from the course (see Remarks)

Type of assessment
Evaluation consists of a written examination (70%) in English, comprising both multiple choice questions and essay questions, and the project group report , which is also in English, and Concept Map (together 30%).

Course reading
Peter Parham, The Immune System, 3rd edition, Garland Science, New York and London, 2009. ISBN 978-0-8153-4146-8;
Selected scientific papers on Blackboard;

Entry requirements
Basic knowledge of human immunology is essential to follow this course.

VU students meet this requirement when they have successfully completed one of the following courses: Bedreiging en Afweer (BMW), Immunologie (GZW), Humane Levenscyclus II (Gezondheid & Leven). Students from outside the VU are requested to consult the course coordinator, Mathijs Bergman (mathijs.bergman@falw.vu.nl).

Target group
This is a course in the Biomedical Sciences minor "Topics in Biomedical Sciences" and the Health Sciences minor "Biomedical Trends in Public Health".

Remarks
This minor course requires a minimum of 25 participants to take place
Because of the group assignment, it is not possible to subscribe to the course after start of the course.

American Culture

Course code	L_ELBAELK307 ()
Period	Period 5
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. D.M. Oostdijk
Examinator	prof. dr. D.M. Oostdijk
Teaching staff	prof. dr. D.M. Oostdijk
Teaching method(s)	Seminar
Level	300

Form of tuition
Seminars

Type of assessment
Presentation and essay

Course reading
To be announced

Entry requirements
Students need to have finished Introduction to American Studies.

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

Remarks
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American Literature 1900-present

Course code	L_ELBALES203 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	drs. D. Visser
Examinator	drs. D. Visser
Teaching staff	dr. B. Boter, A. Das MA
Teaching method(s)	Seminar, Practical
Level	200

Course objective
This course serves as an introduction to American literature of the twentieth (and early twenty-first) century. Combining a historical and a thematic approach, this course offers students the opportunity to explore different genres (poetry, prose, drama) as reflections of major aspects of American culture. It will examine how authors have reacted to cultural, social, and political events of their times, such as the feminist and Civil Rights movements, the position of the American South, and the terrorist attacks of 9/11.
An additional focus of this course will be on proficiency in English, in particular on the development of academic writing skills. Building on the basic skills developed in the first year, this course will, through a series of writing workshops, train students in the composition of an argumentative essay.

Course content
The twentieth century was one of the most turbulent in the history of the United States. During this period the country saw times of triumph (the Roaring Twenties, economic affluence, the optimism of the Reagan years) as well as despair (the Great Depression, the Vietnam War, 9/11). In the course of this century the myth of American identity as a monolith (e pluribus unum) was shattered, and replaced by a sense of multiple identities (racial, ethnic, sexual, etc.). This course intends to trace how various American writers have reacted to and represented important events and developments in American history, and how various

minorities have used literature to make their own voice heard.

Form of tuition
2 seminars & 1 writing workshop per week.

Type of assessment
Students are expected to write three short essays (500 words) during the course. A more extended essay (2500 words) has to be written at the end of the course. The final course grade is the average of the three short essays (30%) and the grade for the final essay (70%). A resit opportunity will be offered for the extended essay only.

Course reading
To be announced.

Entry requirements
None, but students should be aware that the level of English in this course is high. Students should be sufficiently proficient both in speaking and writing.

Target group
2nd year students BA Literature and Society, exchange students, other Arts students interested in American literature.

Remarks
This course is obligatory in the second year. Attendance is compulsory. This course is a prerequisite for the third year courses.

Amsterdam Harbour and Waterfront

Course code	L_AABAALG049 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. P.J.E.M. van Dam
Examinator	prof. dr. P.J.E.M. van Dam
Teaching staff	drs. I.B.S. van Koningsbruggen, prof. dr. P.J.E.M. van Dam, M. Opmeer MA, prof. dr. J.C.A. Schokkenbroek
Teaching method(s)	Seminar, Excursion
Level	300

Course objective
Gaining insight into and develop research skills concerning urban history.

Course content
This seminar investigates the history of the harbour and the transformation of the waterfront of Amsterdam and relevant cultural models. In the Golden Age, the waterfront was the commercial contactzone between land and water, and between Amsterdam and its trading partners all over the world. Over time the commercial harbour zones moved outwards and the relinquished space was transformed into quarters for private housing. By the late 19th century, during the second Golden Age, Amsterdam encapsulated the IJ, and the IJ transformed to an inner-city

square, or canal. By the late 20th century this process of urban transformation accelerated again, as all shores of the IJ, including many former commercial harbour islands, were redesigned for private housing and ‘creative industry’, like music, film and art exhibition centres. Questions we want to answer in this seminar are: how did the harbour develop, how did similar transformations of the waterfront occur in other large cities, like Hamburg, London or Baltimore, to what extent did Amsterdam copy those models, or was Amsterdam also a model for others?

Form of tuition
Seminar, excursions

Type of assessment
Comparative literature summaries and 3 essays (30% each)

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

Entry requirements
Attending the introductory course of the Minor Historical Amsterdam is recommended

Target group
Foreign Language and Dutch students; the course is part of the Minor Historical Amsterdam.

Remarks
This class will contribute to your international orientation through the internationally comparative content. The course includes excursions to the harbour and highlights of urban design and icons around the IJ canal, including the EYE Institute, the National Maritime Museum and the Eastern Islands. Presence at all meetings is compulsory. Absence will negatively influence your final grade.

Analysing Text and Talk

Course code	L_ETBACIW202 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. M.J. van den Haak
Examinator	dr. T. Krennmayr
Teaching staff	dr. M.J. van den Haak, dr. A.A. Kaal
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
Knowledge: (a) To learn fundamental theories and methods for analysing written and spoken language, with English as the target language for analysis. (b)To learn about similarities and differences between analysing written and spoken language. For written language, students will learn to identify different patterns of language use that

contribute to the coherence of text. For spoken language, students will be introduced to ways of analysing its dynamic structure, its sonic nature and co-verbal behaviours that accompany talk.
(c) To establish a basis in discourse analysis that students can build on in the second and third-year writing translation courses and in the third-year courses ‘Intercultural Communication’ and ‘Language and Interaction’. (d) To promote understanding of the idea that communicative and linguistic competence can be seen as genre competence.
Application: (a) to be able to analyse different types of English text and talk; (b) to learn about the use of corpus linguistic tools for analysing the form and content of text and talk, (c) to be able to analyse particular grammatical, syntactic, semantic and pragmatic aspects of English and the differences between how they are used differently in written texts and talk, and (d) to develop skills in close reading of English texts, close listening to English talk, and detailed viewing of English-speakers engaged in talk. Attitude and communication: to promote an appreciation of the idea that the analysis of language involves concern for the smallest of details.

Course content
Talk: The course as a whole focuses on linguistic form and the relationship between form and coherence. We look at different kinds of talk and different kinds of text in English. Analysing talk involves the following subjects:
How is information packaged in spoken discourse? Intonation units;
How does grammar work in conversation? Preferred Argument Structure;
How do we influence each other’s use of language? Dialogic syntax;
Who are you really referring to? The strategic use of pronouns;
What does our choice of words reveal or hide? Metaphor in public discourse;
Do actions speak louder than words? Multimodal discourse.
Text: Analysing text involves the following subjects: (a) how do writers use the start of the sentence to introduce the message? (b) what is the relationship between grammatical choices and type of text? (c) how does metaphor contribute to the coherence of different kinds of written text? (d) how can analytical methods such as Rhetorical Structure Theory and thematic progression analysis help us understand the structure and rhetorical design of different kinds of text?

Form of tuition
6 hrs seminar per week, in two blocks of three hours, with one block devoted to spoken language and the other to written language. There will be weekly assignments.

Type of assessment
Two written exams, one for spoken language and one for written language. Each exam counts for 50% of the final mark.

Course reading
A selection of articles to be made available on Blackboard.

Entry requirements
Students must have followed Talk in Context (L_ETBACIW101); Academic Skills 1, part Academic English: grammar (L_AABAALGAV1) and Academic skills 2, part Academic English: writing (L_AABAALGAV2).

Target group
2nd year CIW students and exchange students.

Remarks
Attendance is obligatory. Further attendance details will be made known via the Blackboard site. This course is a prerequisite for the third year courses within the afstudeerrichting English and International Communication.

Analysis in R

Course code	P_BANALIR ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. H.H.M. Draisma
Examinator	dr. H.H.M. Draisma
Teaching staff	dr. H.H.M. Draisma
Teaching method(s)	Lecture, Practical
Level	300

Ancient Christianity

Course code	L_XCBAGLT202 ()
Period	Period 2+3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. N.M. Vos
Examinator	dr. N.M. Vos
Teaching staff	dr. N.M. Vos
Teaching method(s)	Seminar
Level	200

Course objective
Knowledge of primary sources (to be studied in translation). One must be able to situate and analyze primary sources and put these into context. A variety of genres will be studied. In addition, one must acquire knowledge of an introductory text book regarding the field of early Christianity (see course reading). The student is expected to study the ways in which ancient/early Christianity developed. He/she must be able to make connections between different historical phenomena. Based on the literature the student must grasp the different frameworks of interpretation which have been operative in recent years within the field. In this respect, attention is paid to scholarly debate and the history of the subject including theories and models.
The ability to analyze both primary and secondary sources. The ability to formulate critical questions. The ability to participate in group discussions in a communicative and constructive manner. The ability to communicatie knowledge of the subject in written form.

Course content
During this course the development of ancient Christianity will be traced in context. In the process, different aspects will be highlighted: political, social, cultural. Characteristics of the various phases of the historical development of Christianity as well as the important conflicts during the first centuries will be discussed. In addition, attention will be paid to influential literary genres and eminent authors. The theme of visual representation will also be addressed.

Form of tuition
Oral lecture and group discussion/seminar

Type of assessment
Written examination

Course reading
Gillian Clark: Christianity and Roman Society, Cambridge 2004/2006

Target group
Students of Classics and Ancient Studies. Also students with an interest in ancient society/culture, philosophy, and/or religion.

Remarks
This course is obligatory in the second year for students of Classics/GLTC and students of Ancient Studies with a major in Greek. Attendance is compulsory (80%). For students GLTC, this course is a prerequisite for the third year courses.

Annotation by Humans and Machines

Course code	L_AABAALG046 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. P.T.J.M. Vossen
Examinator	prof. dr. P.T.J.M. Vossen
Teaching staff	drs. E. Maks, dr. L.M. Aroyo, prof. dr. P.T.J.M. Vossen, dr. A.S. Fokkens
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
In this course, students will learn about the process of annotation of sources and data and the implications for the theoretical models and concepts they are familiar with in their own discipline. Students will annotate data sets interdisciplinary and using different tools: bottom-up and top-down annotation. They will develop a code-book and compare the different annotations. Finally, they will feed a machine-learning program with the annotations they made and reflect on the performance of the automatic annotation. We will focus on high-level semantic annotations that are of interest to a broader range of humanities and computer science students.

Course content
This module addresses the human and automatic annotation of humanities sources and data. Annotation forces humanities researchers to represent their interpretation of sources in a data structure. 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 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 and 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, 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? Students will collaborate in small groups to research the history of 'emocracy': how can we trace 'heated' political debates in historical and literary texts, parlementary proceedings and social media?

Form of tuition
Lectures, seminars, collaboratories

Type of assessment
Participation, assignments

Course reading
Selected chapters from: Nancy Ide and James Pustejovsky (eds) Handbook of Linguistic Annotation, Spinger, 2014.

Entry requirements
Recommended background knowledge: minor course 2 From Object to Data

Target group
Students of the UvA & VU faculty of Humanities, as well as students of Informatics (UvA) and Computer Science (VU).

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

Anthropology of Religion

Course code	S_AR ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. P.G.A. Versteeg
Examinator	dr. P.G.A. Versteeg
Teaching staff	dr. P.G.A. Versteeg

Teaching method(s)	Lecture, Study Group
Level	200

Course objective
This course offers an introduction to classical and contemporary anthropological approaches and theories of religion, and highlights the role of religion in processes of identity construction in various settings (from subcultures to fundamentalist movements, from possession cults to new public rituals). Students become acquainted with central concepts such as myth, ritual, symbol and embodiment and will be able to apply these concepts to interpret contemporary religious phenomena.

Course content
Starting point for this course is the thoroughly anthropological thought that an investigation of religion should begin with the concrete forms in which religion presents itself to us in a research setting; then to come to an idea as to what kind of questions can be asked about this phenomenon. Six phenomenological dimensions of religion will be pondered: spaces, words, objects, performances, groups and bodies. We will discuss how these phenomena are inscribed in religious practices, and how religious practices are grounded in these phenomena. From the understanding of these very concrete manifestations of religion we will work towards the larger issues and debates in the anthropology of religion: how to conceptualize ‘religion’ and its role and meaning in the life of people?

Form of tuition
Lectures and tutorial

Type of assessment
Assignments

Course reading
Various articles, to be announced.

Target group
Elective course for students in 2nd year of BSc CAO; optional course for 2nd and 3rd year Bachelor’s students of the Exchange Programme and of Bachelor’s programmes in the Netherlands.

Remarks
This course is open to students from various disciplines who have completed their first year of their Bachelor programme. Students are invited to participate in discussions in class. Attendance of lectures and classes is obligatory.

Antimicrobials compounds: from clinical

Course code	AB_1122 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. A.M. van der Sar
Examinator	dr. A.M. van der Sar

Teaching method(s)	Lecture, Practical, Study Group
Level	300

Course objective
To understand the rational of antimicrobial guidelines and problems associated with antibiotic/antimicrobial resistance.
To understand how new antibiotics are identified/developed.
To understand what the bottlenecks and roadblocks are for bringing new antimicrobials to the clinic.

Course content
The emergence and spread of antimicrobial resistance in pathogens is a major health threat that is often discussed in the media. Yet, the development of new antibiotics with new working mechanisms only decreased over the past decades. Why is the generation of new antimicrobials so difficult?
In this course we will first look at the use of antimicrobials (with an emphasis on antibiotics) in the clinic and the emergence and spread of antibiotic resistance among human pathogens. How do clinicians decide which antibiotics to use, how do you minimize the development and especially the spread of antibiotic resistance? In the second week we will look at the isolation of new antibiotics. What is a good drug target? What is a good compound? And how do you set up screens to find compounds blocking these new targets? In the final week you will learn what roadblocks and bottlenecks you wil encounter once you have identified a new active compound, i.e. what factors are crucial to make a successful introduction of new compounds in the clinic.
This course aims to provide a thorough understanding of antibiotic usage and development of new antibiotics and at the same time understanding the evolution and spread of antibiotic resistance. It aims to equip students with the specialized knowledge necessary to understand the primary literature and all different aspects of this topic.

Form of tuition
The course has three different parts: lectures, (demonstration) practicum and workshop.
contact hours:
lectures: 32
Literature Workshop: 7
(Demostration) Practicum: 18

Type of assessment
Exam (open questions & multiple choice)

Course reading
To be announced (book or reader)

Recommended background knowledge
Bachelor's course 'Infectieziekten' or an equivalent course in Microbiology and Molecular Biology with theoretical knowledge of different classes of microbial pathogens and practical skills of handling microorganisms safely.

Target group
Students with a keen interest in medical microbiology, both on the clinical aspects and applied research on this topic.

Applied Analysis: Financial Mathematics

Course code	X_400076 (400076)
Period	Period 1+2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	prof. dr. A.C.M. Ran
Examinator	prof. dr. A.C.M. Ran
Teaching staff	prof. dr. A.C.M. Ran
Teaching method(s)	Lecture
Level	400

Course objective
The course aims to introduce the student to several aspects of the mathematical theory of option pricing.

Course content
This course gives an introduction to financial mathematics.
The following subjects will be treated:
- introduction in the theory of options;
- the binomial method;
- introduction to partial differential equations;
- the heat equation;
- the Black-Scholes formula and applications;
- introduction to numerical methods, approximating the price of an (American) option.

Form of tuition
Lectures, exercises, discussion of exercises.

Type of assessment
Homework exercises and oral examination

Course reading
The Mathematics of Financial Derivatives, A Student Introduction, by Paul Wilmott, Sam Howison, Jeff Dewynne. Cambridge University Press.

In addition, lecture notes will be made available for several topics which are not treated in the book.

Recommended background knowledge
Calculus and Linear Algebra

Target group
3W, mMath, mBA, 3Ect

Applied Quantitative Economics

Course code	E_EBE3_AQE (60322080)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. J. Schaumburg

Examinator	dr. J. Schaumburg
Teaching staff	dr. J. Schaumburg
Teaching method(s)	Lecture
Level	300

Course objective
By the end of this course students will have been introduced to modern econometric techniques, enabling them to conduct methodological or empirical analyses of their own. In particular, students will be familiar with both the econometric theory essential to examine cross-sectional, time series and panel data sets, and with real-world applications in macroeconomics, finance and business. The objective is to prepare participants for quantitative research in economics on graduate or PhD programmes.

Course content
The contents of the course may be divided into three parts: The first part will consist of a brief yet rigorous review of estimation and inference in the linear cross-sectional regression model. We will discuss the classical assumptions, and the consequences arising when these assumptions are not fulfilled. Secondly, the estimation and forecasting of linear time series models will be covered, including concepts such as (non-)stationarity and model selection. Finally, we will address regression analysis with panel data.

Throughout the course, the focus will lie on developing an intuition for state-of-the-art econometric concepts. A balance will be struck between theoretical derivations and empirical applications. The textbook used (see below) is particularly well-suited for this purpose, as it is targeted at an audience of advanced undergraduate students in economics and business studies. Extensive use will be made of the open-source statistical software R, both for in-class illustration and for hands-on exercises.

Form of tuition
Interactive lectures and exercises in the computer lab

Type of assessment
There will be a written test at the end of the course.

Course reading
J.H. Stock & M.W. Watson: “Introduction to Econometrics”, Pearson

Recommended background knowledge
This course builds on the foundations laid either in the sequence of courses in `Kwantitatieve Methoden` (on the Economics programme) or in that of `Statistics` and `Business Mathematics` (on the programme in Business Administration). It assumes familiarity with probabilistic concepts such as discrete and continuous random variables, hypothesis testing and central limit theorems, and with the essentials of regression analysis. This material corresponds more or less to chapters 1-5 in Stock & Watson, and students are recommended to refresh their memory on this prior to the first lecture.

Remarks
Participation in this course is a worthwhile preparation for the methodological element of Empirical Finance 4.2 and is thus recommended

to those intending to follow the Master in Finance programme. The econometric techniques discussed in AQE 3.4 will also be beneficial to everyone planning to write an empirical Bachelor's thesis.

Archaeology of Prehistoric Western Europe

Course code	L_BEBAARC210 ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. F.A. Gerritsen
Examinator	dr. F.A. Gerritsen
Teaching staff	dr. F.A. Gerritsen
Teaching method(s)	Lecture
Level	300

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

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

Form of tuition
Lecture classes

Type of assessment
Written exam.

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

Target group
Archaeology students

Archaeology of the Ancient Near East

Course code	L_BEBAARC209 ()
Period	Period 4
Credits	6.0
Language of tuition	English

Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. F.A. Gerritsen
Examinator	dr. F.A. Gerritsen
Teaching staff	dr. F.A. Gerritsen
Teaching method(s)	Lecture
Level	200

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

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

Form of tuition
Lecture classes and discussion classes

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

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

Target group
Students archaeology, ancient studies, geoarchaeology

Remarks
For students with 1st Major in Ancient Cultures with 2nd Major in Mesopotamian Languages and Cultures of the First Millennium BCE, this course alternates in their 2nd or in their 3rd year with Advanced Akkadian Seminar. In the year 2014-2015 the course Advanced Akkadian Seminar will not be offered.

Archaeology of the Pre- and Protohistorical Mediterranean

Course code	L_BMBAARC205 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. A. Prent
Examinator	dr. A. Prent
Teaching staff	dr. A. Prent
Teaching method(s)	Lecture
Level	200

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

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

Form of tuition
Lecture/group discussion

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

Course reading
Selection of relevant articles; reader

Entry requirements
Introduction into Greek Archaeology (L_BABAOHD101), or, for exchange students, equivalent courses at the home university.

Target group
2nd-year students in archaeology and ancient studies

Remarks
This course is obligatory in the second year. Attendance and active participation in plenary discussions is compulsory.

Art and Society

Course code	L_LABALW308 ()
Period	Period 4+5
Credits	9.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. A.S. Raghunath
Examinator	dr. A.S. Raghunath
Teaching staff	dr. A. van Strien, dr. A.S. Raghunath
Teaching method(s)	Seminar
Level	300

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

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

Form of tuition
Seminars

Type of assessment
Active Class participation, 2 written assignments and apresentation.

Course reading
To be announced

Entry requirements
Introduction to Literary Theory (L_AABAALG016), Developments in Literary theory (L_LABALW205).

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

Aspects of British Literature 1550-1800

Course code	L_ELBALES201 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. K. Steenbergh
Examinator	dr. K. Steenbergh
Teaching staff	dr. K. Steenbergh
Teaching method(s)	Seminar
Level	200

Course objective
This course aims:

- to familiarize students with early modern English and eighteenth-century British literature;
- to acquaint students with the English/British cultural history of these periods, with a focus on the material and social contexts of literature (print culture, ‘new media’ such as commercial theatre or the novel, reading publics and reading practices, gender etc.);
- to train students to read, summarize and critically engage with secondary literature and properly reference their research;
- to hone students’ skills in writing brief academic essays.

Course content
In this course, we study the literature of early modern England and eighteenth-century Britain in its cultural historical context. We will focus on the social and material contexts in which literary texts were produced and consumed in these periods, and will also consider the impact of ‘new media’ such as the printing press, the commercial theatres, and the novel. Throughout the course, canonical literary works will be considered from a gender perspective. The course includes an excursion to the Rijksmuseum, where you will be asked to consider the relations between the themes we discussed in the course and the early modern and eighteenth-century art on display there. Since this is the first literature course in the English track of Literature and Society, we will devote special attention to training you in reading secondary literature and writing brief academic essays in weekly assignments.

Form of tuition
Two seminar meetings of three hours per week, plus excursion.

Type of assessment
20% participation; 40% written assignments; 40% exam.

Course reading
The Norton Anthology of English Literature, Vol. I. The secondary literature for this course will be available in the VU electronic library databases.

Entry requirements
First-year English-language courses of the BA program Literature Society.

Target group
Second year students of the BA program Literature and Society; BA students from other programs in the Arts faculty; exchange students with experience in literature and/or film courses and a high level of English proficiency.

Remarks
This course is obligatory in the second year. Attendance is compulsory. This course is a prerequisite for the third year courses. The level of English for this course is high. We will be reading early modern and eighteenth-century texts as well as secondary texts.

Behavioural Biology

Course code	AB_1041 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. J.M. Koene
Examinator	dr. J.M. Koene
Teaching method(s)	Lecture
Level	300

Course objective
The course will provide an introduction and overview on Behavioural Biology of animals from evolutionary, developmental, functional and mechanistic aspects in important behavioural domains. We will cover a wide range of topics from evolution of behaviour to consciousness in animals and aspects of human emotional dysfunction. These topics will deal with aspects of genes (nature) and environment (nurture) and their interaction in shaping the behaviour of animals. This includes aspects of the involvement of specific brain areas in specific behavioural domains.

Course content
In Behavioural Biology we study the "Why?" and "How?" of different behaviours of animals in their environment. We will cover different important functional domains that are elemental to understand behavioural biology. Topics that we will address are:
- Principles of Animals Behaviour: Tinbergen's Four Questions
- Evolution of Behaviour
- Proximate Factors I: Neurobiology and Hormones
- Proximate Factors II: Development and Molecular Genetics
- Learning and Memory
- Cultural Transmission
- Sexual Selection
- Mating Systems
- Kinship
- Cooperation, Social Behaviour and Aggression
- Foraging and Antipredator Behaviour
- Habitat Selection, Territoriality, and Migration
- Communication
- Learning and Memory
- Episodic Memory, Consciousness and Personalities
- Emotion and Stress
- Aging and Disease

Form of tuition
Lectures (30 h) by the course coordinators and guest lecturers (t.b.d.)
Computer/web exercises (6 h) to analyse movie clips of animal behaviour
Essay writing
Self studies with preparation (of questions) for lectures

Type of assessment
Written examination with open-ended questions.

Course reading
Textbook: L.A. Dugatkin, Principles of Animal Behaviour, 3rd Ed. 2013 (ISBN-10: 0393920453 | ISBN-13: 978-0393920451)
Additional reading material: A selection of primary literature papers that give more in-depth insight into the mechanisms underlying the specific topics covered in the book. This material will be provided digitally via Blackboard.

Entry requirements
None
Note that this year there might be some overlap with the content of the course Genen, Hersenen en Gedrag (for those who followed this course in 2012).

Recommended background knowledge

Neurobiologie (AB_1039, 1st year Biology)
Regulatie en Afweer bij Dieren (AB_470202, or equivalent Animal Physiology course at BSc level).

Target group
3rd year Bachelor students in Biology and Minor Evolutionary Biology and Ecology.

Registration procedure
VUnet

Bifurcation Theory

Course code	X_417012 ()
Period	Period 1+2
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	prof. dr. G.J.B. van den Berg
Examinator	prof. dr. G.J.B. van den Berg
Teaching method(s)	Lecture, Seminar
Level	400

Course content
http://studiegids.uva.nl/xmlpages/page/2014-2015/zoek-vak/vak/742425

Target group
3W

Remarks
Course registration at the UVA is compulsory at least 4 weeks before the start of the semester via https://www.sis.uva.nl

Biochemistry of Health and Disease

Course code	AB_1054 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. I.M. van Die
Examinator	dr. I.M. van Die
Teaching staff	K. Brouwer, dr. I.M. van Die, dr. R.J. van Belle-van den Berg, prof. dr. A.J.G. Horrevoets, dr. ing. S.J. van Vliet
Teaching method(s)	Computer lab, Study Group, Lecture, Practical
Level	300

Course objective
The aim of the course is to increase knowledge and understanding of biochemistry at a fundamental level and to develop a perspective on the role of biochemistry in health and disease.

Course content
Contents of the course:
• Biochemical and molecular mechanisms by which cellular adhesion, communication and signalling is regulated in the human body
• Changes of these mechanisms in diseases with clinical examples of congenital and acquired diseases such as heart and vascular diseases, (chronic) infectious diseases, multiple sclerosis, alzheimer disease, congenital disorders of glycosylation and cancer.
Metabolic aspects of biochemistry are combined with their application to the diagnosis and monitoring of diseases, and the development of therapies including drug design.

Form of tuition
Lectures (26-28h), learning in small groups (2h), laboratory course (4h),
and computer practica (9h). In addition a project (optional subject) consisting of a laboratory part (4h) and literature study will be carried out in a small group and presented to all students in a poster session (2h); in
addition, time for self-study is included in the course.

Type of assessment
Written exam (90%). Participation in Laboratory course and project (10%) are mandatory and will be
assessed separately.

Course reading
- Michael A Lieberman and Alan Marks: Basic Medical Biochemistry: A Clinical Approach, 4th edition. ISBN: 978-1-45110-003-7.
- Essentials of Glycobiology:
http://www.ncbi.nlm.nih.gov/bookshelf/br.fcgi?book=glyco2 (free internet book)
- Additional information & literature provided at the start of the course on Blackboard

Entry requirements
Basic knowledge Biochemistry

Recommended background knowledge
Basic knowledge Immunology

Target group
The course provides an excelllent basis for students which aim to focus on medical biology (in particular immunology, infectious diseases and/or oncology) in their master period.

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, dr. H.K.E. Vervaeke, prof. dr. T.P.G.M. de Vries
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.

Theme first week: 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?

Theme second week: 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?

Theme third week: 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 Electro Convulsive Therapy a valid treatment option?
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)

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 Blackboard

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.

Remarks
Central Academic Skill: Debating and discussing

Brains and Behavior

Course code	P_BBRAINB (813010)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. D. van t Ent
Examinator	dr. D. van t Ent
Teaching staff	dr. D. van t Ent
Teaching method(s)	Lecture
Level	300

Course objective
Overview of experimental brain imaging techniques and their applications and recent theories on the biological substrates of cognition and

emotion.

Course content
The course starts with a short review on nervous system function and a description of the theory and applications of the main brain imaging techniques applied in cognitive neuroscience. Subsequently, the most important research findings and their connecting theories are discussed in the fields of perception, movement production, attention, memory, speech, consciousness and emotion.

Form of tuition
Lecture, neuroimaging site visits and practical.

Type of assessment
Written examination.

Course reading
Gazzaniga M.S., Ivry, R.B., Mangun, R.B. (2009) Cognitive neuroscience, the biology of the mind, (3d Ed.), W.W. Norton and Company: New York and London.

British and American Literature 1776-1900

Course code	L_ELBALES202 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. B. Boter
Examinator	dr. B. Boter
Teaching staff	dr. B. Boter
Teaching method(s)	Seminar, Lecture, Practical
Level	200

Course objective
Students have become acquainted with some of the canonical texts from the long 19th century (British and American), and are able to relate them to travel narratives written by the same authors. Students are familiar with the genre of (British and American) travel writing and the developments of the genre between the late 18th and early 20th century. Students understand how travel writing is implicated in the processes of identity formation (both collective and individual) and intercultural exchange. Students are able to apply theoretical notions such as transnationalism, national culture, space and place, and gender to individual texts from the historical period. Students know how to start up and conduct a small academic research project for their final essay. Students are able to freely express their ideas in both written work and oral presentations.

Course content
This course introduces students to American and British literature written between the end of the 18th century and the beginning of the 20th century. As it is impossible to cover all Anglo-American writing of the "long 19th century" in the course of seven weeks, we will focus on one specific genre: travel writing. This literary genre, which has been

popular for centuries, has been much overlooked by academics and those constituting the British and American literary canons. The new critical paradigms of "transnationalism" and "globalization," however, necessitate a new and serious look at these texts. We will read travel writings by authors such as Charles Dickens, Henry James and Mark Twain in combination with canonized texts by these same authors. This will allow us to compare and contextualize.

Form of tuition
Lectures; seminars; practicums

Type of assessment
20% participation; 40 % written assignments (20% BB posts; 20% final essay); 40% written exam.

Course reading
Carl Thompson, Travel Writing (Routledge 2011).

Entry requirements
The level of English in this course is high. You have to be able to read late 18th-, 19th-century and early 20th-century texts.

Target group
2nd year BA Literature and Society.

Remarks
This course is compulsory in the second year. Attendance is compulsory. The course involves one or two excursions.

British Literature 1900-present

Course code	L_ELBALES204 ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. A.S. Raghunath
Examinator	dr. A.S. Raghunath
Teaching staff	dr. A.S. Raghunath
Teaching method(s)	Seminar, Lecture
Level	200

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

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

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

Type of assessment
Exam at the end of period 4 (40 percent); essay due first Monday of period 5, (40 percent); participation/attendance/Blackboard discussions (20 percent).

Course reading
Primary literature: The Norton Anthology of English Literature, Part 2 (8th Edition); Peter Barry, Beginning Theory (Manchester UP).
Virginia Woolf, Mrs. Dalloway
Samuel Beckett, Waiting for Godot
Jean Rhys, Wide Sargasso Sea
Salman Rushdie, Midnight's Children
Joseph Conrad Heart of Darkness

Secondary literature: Students need to find appropriate secondary sources for their essay themselves.

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

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

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

Business Anthropology

Course code	S_BA ()
Period	Period 1
Credits	6.0
Language of tuition	English

Faculty	Faculteit der Sociale Wetenschappen
Coordinator	prof. dr. A.H. van Marrewijk
Examinator	prof. dr. A.H. van Marrewijk
Teaching staff	prof. dr. A.H. van Marrewijk
Teaching method(s)	Lecture, Study Group
Level	300

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

Course content
This seminar explores how anthropological theories and methods have made significant contributions to the business world. Business anthropology is defined as applying anthropological theories and practices to the needs of private sector organizations, especially industrial business firms. Increasingly business anthropologists are hired in corporations in the fields of:
- marketing and consumer behavior,
- product design,
- international business,
- intercultural management,
- cross cultural cooperation,
- organizational cultural change.

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

Form of tuition
Lectures and discussion groups (70%-30%). 12 lectures deal with most important fields of business anthropologists. Students will prepare and discuss two assignments.

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

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

Target group
Bachelor students

Remarks
Presence in discussion groups is obligatory.

Business Information Technology

Course code	E_IBA2_BIT (61612040)

Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. M.G.A. Plomp
Examinator	dr. M.G.A. Plomp
Teaching staff	prof. dr. B.J. van den Hooff, dr. M.G.A. Plomp
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
After completion of the course, the student is able to explain the importance of information systems (IS) for organizations, to formulate an IS strategy, to analyze the consequences of IS for organizations, and to advise on how to best implement an IS.

Specific learning objectives:
After completion of the course, the student:
- Is able to explain the relation between information, IT and IS.
- Understands the importance of information and IS for organizations.
- Is able to specify and distinguish between several types of IS used in organizations.
- Is acquainted with the most important technological developments in the IS field.
- Is able to model data, activities and information flows.
- Can explain how IS can be used to make organizations more efficient, to support organizational decision making, and to create a competitive advantage.
- Understands the relationship between an organization's strategy and its IS.
- Knows how IS and an organization's structure, culture, and processes mutually influence each other.
- Knows how IS influence and are influenced by the individuals in an organization.
- Can develop an IS implementation strategy based on several IS and organizational factors.
- Is able to advise an organization about how to best implement an IS.

Course content
Business Information Technology (BIT) is an introductory course on the role of information systems (IS) in organizations. In contemporary service organizations, information is a crucial resource for an organization's survival. BIT focuses on how IS help managing these information resources and on how organizations can benefit from these systems. First, we explain the importance of information and IS for organizations and how this should be aligned with business and strategy. Second, we provide an overview of the most important technological developments in IS, including developments in IT infrastructure, databases, and Internet technology. Third, we provide an overview of the most important IS in an organization, such as Enterprise Resource Planning systems, Customer Relationship Management systems, Decision Support Systems and eBusiness systems. We then turn to explaining the relationship between IS and the organization. First, we discuss how an organization's strategy and its IS strategy are related. Thereafter, the

mutual influence of IS and the organization is delineated. On the one hand IS influence how an organization works: IS affect an organization's strategy, processes, structure, and culture. On the other hand, these characteristics also determine how IS may best fit an organization. The relation between IS and individual users is similar. Users' characteristics determine use and effect of IS, but IS also change the way people work individually and together. Based on the discussion of the aforementioned subjects, we treat the successful implementation and management of IS in organizations.

Form of tuition
Lectures and guest lectures (attendance is not obligatory, but recommended)
Case study classes (attendance is obligatory)

Type of assessment
Case assignments: 40 %
Written examination: 60%

Course reading
Custom-published book:
Managing Information Systems. Plomp, M.G.A., & van de Weerd, I. (Eds.) Harlow, UK: Pearson Education Ltd. ISBN 978-1-78365-346-1.

Additional articles will be made available via Blackboard.

Business Intelligence

Course code	E_BK3_BI (61312020)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. J.F.M. Feldberg
Examinator	dr. J.F.M. Feldberg
Teaching staff	dr. J.F.M. Feldberg
Teaching method(s)	Lecture, Practical, Computer lab
Level	300

Course objective
Students that have successfully accomplished this course will:

- Have an academic attitude towards business intelligence (BI) and decision support systems theories and business issues.
- Have the appropriate knowledge to sensibly think about decision support systems and BI solutions in an organizational context (design, development, implementation and evaluation).
- Have the skills to work with a popular decision support tool (Cognos Powerplay). By means of 'learning by doing' elementary skills in the usage of decision support systems are acquired.
- Be able to identify the (break through) opportunities of BI solutions in realizing sustainable competitive advantage.
- Be able to participate in project teams that decide on the design, development, implementation, and use of BI solutions.
- Be able to apply scientific theories on decision support systems in

an organizational context.
- Have the appropriate knowledge and skills to self- reliantly deepen their knowledge on BI solutions and decision support systems.

Course content
Modern organizations, in particular the management of these organizations, tend to suffer more from an overload of data than from a lack of data. To a great extent this overload is caused by the overwhelming growth of information systems in organizations. Enterprise Systems (ERP), Customer Relationship Systems (CRM) as well as the growing number of Internet- based applications (e. g. e- commerce) are all important sources for the explosion of financial, production, marketing and other business data. The challenge for most organizations is to develop and build systems that support the transformation of the collected data into knowledge. To be successful in this transformation processes organizations have to develop the capability to aggregate, analyze and use data to make informed decisions. This course deals with the theory concerning business intelligence as well as with the application of business intelligence solutions. To be able to successfully implement business intelligence solutions, one has to have knowledge about their functioning and proficiency in using them, as well as knowledge about their field of application, e. g., how to select, transform, integrate, condense, store and analyze relevant data. This course uses the term 'business intelligence' in a broad sense. A narrow interpretation would only deal with software solutions ('data warehousing' and 'online analytical processing'). The broad interpretation - to be used in this course - also includes: theories concerning decision making, related decision support systems and their application for management, i. e., data warehousing, online analytical processing and data mining.

Form of tuition
lecture
tutorial

Type of assessment
written interim examination
(weekly) Business intelligence tutorial tests.
All tests and exams will be administered through a digital test system.

Course reading
- To be announced.
- Various papers.

Recommended background knowledge
- Basic course in Information Systems, f. e. on the level of Laudon & Laudon, Management Information Systems, Managing the Digital Firm. 9th edition. Prentice Hall, 2004.
- O'Brien, James A., Introduction to Information Systems. 12th edition. Mc Graw Hill, 2005.

Remarks
Language: "Dutch & English"

Capita Selecta Political Science

Course code	S_CSps ()

Period	Period 3
Credits	6.0
Language of tuition	Dutch
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)	Study Group
Level	300

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

Course content
Students will make a selection of readings on the basis of a compiled reading list containing classics of political science and covering central themes in the discipline, such as; Democracy, International Relations, International Political Economy, International Security, Political Theory, Political Parties and Party systems, the Welfarestate, Justice. On the basis of their chosen readings students will write an academic paper and will discuss their progress in class and in smaller (peer review) groups.

Form of tuition
Self study.

Type of assessment
An academic paper of 2.500-3.500 words (excluding title page, table of content, bibliography etcetera).

The paper should contain at least a description of the following elements (if applicable): the theoretical perspectives of the authors, the definitions and concepts they use, the applied research methods, the main results of the analysis and the core arguments of the authors.
In addition the paper should contain a well structured and well argued assessment / review of the elements discussed above.
Finally, the depth of analysis, precision of the argumentation, the level and quality of language and style, as well as technical aspects such as correct use of references and bibliography – which should adhere to the guidelines of the Faculty Style Guide - will be taken into account.

Course reading
A reading list will be posted on Blackboard.

Target group
Bachelorstudents and exchange students.
The course is part of the English Minor Political Sciencelevel 300)

Center for International Criminal Justice Research Lab

Course code	R_CICJ ()
Period	Ac. Year (September)

Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	J.A.M. Stuifbergen
Examinator	J.A.M. Stuifbergen
Level	400

Course objective
The objective of CICJ Research Lab is to enable students to participate in ongoing academic research in the field of International Criminal Justice. Depending on the research project, students acquire (advanced) knowledge of selected topics in the fields of international criminal law and criminology of international crimes. By conducting research students can strengthen their analytical and writing skills.

Course content
More information about CICJ research projects can be found under www.cicj.org à Research & Publications. Whether ICC-students can participate in any of the projects listed, depends on needs of the researchers and the phase and type of project. At the start of the academic year, students will be informed about the possibilities.

Type of assessment
Student are assessed based on several written assignments throughout the year, their team work, and their professional conduct. No grade is given. Students either pass or fail the course.

Course reading
-

Remarks
MORE INFORMATION?
www.cicj.org

OBJECTIVES
Being capable of:
- Applying research methods and interpret results;

Show evidence of:
- An investigative, original and creative attitude with regard to existing issues and solutions;
-Critical, analytical and normative reflection on academic research and on research result.

Chinese Migrations to Africa: History and Present

Course code	L_GWBAALG001 ()
Period	Period 2+3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. F.D. Huijzendveld
Examinator	dr. F.D. Huijzendveld
Teaching staff	dr. F.D. Huijzendveld, prof. dr. P.D. Nyiri

Teaching method(s)	Seminar
Level	300

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

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

Form of tuition
Seminar

Type of assessment
Papers

Course reading
Will be announced on Blackboard

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

Climate Science

Course code	AB_1102 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	prof. dr. A.J. Dolman
Examinator	prof. dr. A.J. Dolman
Teaching staff	dr. C.J. Beets, prof. dr. A.J. Dolman, prof. dr. H. Renssen, dr. F.J.C. Peeters
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
The general aim of this course is to provide the student with a base level of knowledge!

of the meteorological and palaeoclimatic concepts and processes that enables her/him to study scientific literature and understand present and past climates and their spatial and temporal variation. !
More specifically, after following the course, you will be able to:!
• Describe the physical processes and mechanisms acting in the atmosphere.!
• Explain how the present climate is related to ocean currents and heat transport.!
• Understand how we can use natural archives in ice and sediment to understand and describe !
! past climate variations.!
• Formulate and discuss key scientific climate problem in a two page essay for a wider (not
scientific) audience!
• Know the important forcing mechanisms of climate over longer time-scales! ! (1-100 kyr).!

Course content
The land, oceans and atmosphere form a coupled system that interact to give a certain climate and type of weather. This course focuses on the interactions between the atmosphere and the oceans. It provides:
• an introduction to meteorology and current climate and weather systems,
• a discussion of the thermodynamics, energy and momentum transport in the atmosphere
• atmospheric and oceanic processes and mechanisms that influence functioning of the current climate system (ENSO, Arctic oscillation),
• variability of the climate sytem in the past and the use of natural archives (e.g. ice, marine and terrestrial sediments) to explore past variability,
• forcing mechanisms of climate variation such as insolation changes (Milankovitch cyclicities)
• a description of (paleo-) climate modelling

Form of tuition
The course has a study value of 6 ECTS and has a study load of about 168 hours.!
The number of hours spent on the 12 lectures totals about 30 hours. The remainder of the time (138 hours) is available to the student to study the course documents, lecture notes and scientific papers and to make assignments. Lecture notes and scientific papers will be made available during the lectures and through the Blackboard digital learning environment.!

Although presence at the lectures is not mandatory, you are strongly encouraged to attend them as the lecture notes and handouts need to be studied for the examination. Presence at the two workshops os mandatory.!

Climate science is a scientific subject that receives a lot of attention in media, popular press. To understand this phenomenon more deeply you are requested to write a semi-popular essay on a key issue in climate science.

The essay needs to be written in a language understandable for general (interested) public, while presenting the key scientific facts in a clear and consistent manner.!

Type of assessment
The mode of assessment consists of a closed-book written exam – with multiple choice (60%) and open questions (40%)– at the end of the course. As calculations may be part of the examination you should not forget to bring your calculator. The exam counts for 75%. The essay assignment counts for 15% and presence at the workshops for another 10%

Course reading
Elementary Climate Physics, F.W. Taylor, Oxford University Press (232pp). This book is mandatory!
- Paleoclimatology. M.F. Bender. Wiley (320 pp). This book is mandatory!
- Further, Handouts related to specific topics dealt with !n the paleoclimatology part of the Climate Science course

Entry requirements
There are no required subjects for this course but we asssume that students are familiar with the physical, chemical and mathematical principles as taught in the first year courses ‘Fysica voor aardwetenschappers (450064)’, ‘Geochemie voor aardwetenschappers (450068)’, ‘Wiskunde en computergebruik (450063)’ and ’Global Change (450007). Additionally, Isotopen Geochemie (AB_450141) will provide background on the application of stable isotopes.!

Recommended background knowledge
There are no required subjects for this course but we asssume that students are familiar with the physical, chemical and mathematical principles as taught in the first year courses ‘Fysica voor aardwetenschappers (450064)’, ‘Geochemie voor aardwetenschappers (450068)’, ‘Wiskunde en computergebruik (450063)’ and ’Global Change (450007). Additionally, Isotopen Geochemie (AB_450141) will provide background on the application of stable isotopes.

Target group
3rd year BSc students Earth Science, Earth & Economy, Future Planet studies (UvA)

Remarks
A subdivision is made into an atmospheric part, which deals mainly with physics of climate and discusses the current climate and weather systems, and a palaeoclimatic part. The first part will be given Han Dolman, whereas the second part is given by Kay Beets. Other lectures deal with current issues: the carbon cycle and the paleo ocean (Gerald Ganssen) and the latest IPCC report (AR5) by Han Dolman and Gerald Ganssen and the Cryosphere and Climate by Michiel van der Broeke (University Utrecht).

Clinical Movement Analysis

Course code	B_CLINMOVEAN (900228)
Period	Period 6
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Bewegingswetenschappen
Coordinator	dr. J.H.P. Houdijk
Examinator	dr. J.H.P. Houdijk
Teaching staff	dr. J.H.P. Houdijk, prof. dr. ir. J. Harlaar

Teaching method(s)	Lecture, Computer lab
Level	200

Clinical Trials and Health Care

Course code	AB_1043 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. T.J. Schuitmaker-Warnaar
Examinator	dr. T.J. Schuitmaker-Warnaar
Teaching staff	dr. T.J. Schuitmaker-Warnaar, prof. dr. J.T. de Cock Buning
Teaching method(s)	Study Group, Practical, Lecture
Level	300

Course objective
• Acquire insight into the process and wider context of clinical trials.
• Obtain knowledge and insight into the juridical and financial factors concerning clinical trials and innovation processes.
• Gain insight into societal and political responses to scientific uncertainties surrounding clinical trials, safety and innovative health interventions.
• Be able to form lines of argumentation and participate in debate in the context of specific cases and team assignments.
• Be able to apply practical and theoretical skills, such as conducting a literature study, critically analysing various scientific publications, hypotheses and arguments, and justifying and presenting findings both orally and in writing.
• Get acquainted with interdisciplinary (gamma-beta) research

Course content
Clinical trials are a crucial step in the development process of many health interventions (e.g. new drugs, diagnostics, medical devices and therapy protocols). By setting up carefully designed quantitative experiments, new interventions are tested for safety, efficacy and cost-effectiveness on human beings (initially healthy volunteers, later patients). In many countries clinical trials are required before the national regulatory authority allows the drug, device or therapy to be marketed and used on patients. Clinical trials are, however, not unproblematic. There are various accounts of prematurely terminated trials because of serious side effects or high death rates in the interventional arm of the study. Furthermore, some of the tested interventions have raised ethical concerns, because they involved the use of a controversial technology like stem cell therapy, or were conducted in a developing country without appropriate safety measures. There are also difficulties encountered in recruiting sufficient numbers of volunteers in experiments. Frustrated by being only treated as ‘subjects’, patients increasingly demand a ‘say’ in the design and implementation of clinical trials. From a governmental perspective, the former innovative power that improved health care is now more and more

seen as a financial burden. And last, there are severe problems for the industry that is behind these clinical innovations. The pharmaceutical industry is facing tremendous pressure, not only from payers, but as a result of public perception, regulatory hurdles, and the intricacies of research and development (R&D). Overall, medical (and especially drug) development has been stagnant in terms of innovation, and failure to innovate the developmental process itself will render the “big pharma” model unsustainable. How to deal with this?
Central in this course is an analysis of the clinical trial process. Why would you do a trial; what problems are you trying to solve? How do you do a trial; what actors and factors are involved? Furthermore, recent debates around clinical trials are highlighted. How can we assess and manage risks if there is uncertainty about how the risks look like? What precautions should we take from a medical and societal perspective before we decide to (not) start clinical trials on something as controversial as genetic enhancement? Can, and should, patients be involved in the decision process around clinical trials?
In teams of four to six students, you search and collect research data from the lectures and from scientific papers and build a portfolio.
Every week, debates will be held based on the gathered information, thus sharpening your discussion skills and deepening your knowledge about the latest scientific developments and the role of clinical trials to protect patients, consumers and societies.

Form of tuition
Tuition methods include lectures, work groups, a group project and self-study.
The different elements have the following study time:

- lectures 22 hours
- work groups 16 hours
- group project 32 hours
- self study (including portfolio assignment and exam) 98 hours

Type of assessment
The examination consists of:
- written exam (60%)
- group-project portfolio and research assignment (40%)

Both need to be passed, because both test different competences.

Course reading
On blackboard you will find articles for each lecture.

Remarks
Guest Lecturers:
- Henk Jan Out (UMCN)
- Jolanda de Boer (CVZ)
- Janine Sikkens- van de Kraats (VUMC)
- Pim de Boer (Astmafonds)

More information: T.J.Schuitmaker@vu.nl

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	dr. S. van der Sluis
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 cognitive abilities are measured.

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

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

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

Cognitive Neuroscience and Neuropsychology

Course code	P_BCNNPSY (813077)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Teaching staff	dr. D.J. Heslenfeld
Teaching method(s)	Lecture
Level	300

Course objective
To introduce students to the multidisciplinary area of cognitive, social, and clinical 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, fMRI, lesions. Mental functions that will be studied include perception, memory, language, emotion, and social cognition. The level of the course is introductory, the aim is to provide a basis for the master program.

Form of tuition
Lectures and literature study.

Type of assessment
Written examination, multiple choice questions.

Course reading
Baars, B. & Gage, N. (2013). Fundamentals of Cognitive Neuroscience, Academic Press

Remarks
Language: tuition in English.

Combinatorial Optimization

Course code	E_EOR3_COMB (64371080)
Period	Period 4
Credits	3.0
Language of tuition	Dutch
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. N.K. Olver
Examinator	dr. N.K. Olver
Teaching staff	dr. N.K. Olver, prof. dr. L. Stougie
Teaching method(s)	Lecture

Level	300

Course objective
This course is an algorithmically oriented introduction to combinatorial optimization. A key focus is on rigorously demonstrating the correctness of the studied algorithms, as well as analyzing their running times. The basis of computational complexity is introduced in order to distinguish between efficiently solvable and "hard" combinatorial optimization problems. Efficient solution methods for well-solved problems and approximation methods for hard problems are investigated.

Goals for the students to achieve:
- Acquire the skills for proving basic results in graph theory and combinatorial optimization.
- Learn a wide variety of combinatorial optimization models.
- Learn and understand efficient algorithms for general well-solved problems.
- Be able to distinguish between theoretically "easy" and "hard" problems.
- Learn approximation techniques for computationally hard problems.

Course content
Combinatorial optimization deals with situations where the best alternative has to be selected from a finite set. This may seem trivial. However, the number of elements may be huge, and it may be far from easy to find the best or even a good solution in a reasonable amount of time. A famous example of a combinatorial optimization problem is the travelling salesman problem, which asks for the shortest tour of a given collection of cities, passing through each city once. Simple to state, this problem has many varied practical applications, and is at the forefront of theoretical research.

A rich class of combinatorial optimization problems comes from graph and networks. As such, the course will begin with a brief introduction to graph theory and proof techniques. The bulk of the course will then be devoted to some key, classical combinatorial optimization problems, such as network flows and matching. These problems are important for many practical problems, for example in transportation, telecommunication, production, and activity planning. We will develop algorithms for these problems, show rigorously that they always return the cheapest solution, and provide good bounds on their running times. Moreover, we will explore the unifying ideas and techniques that relate these various algorithms and their analysis.

A final section of the course will study "hard" problems, for which we do not expect to be able to construct efficient algorithms that also always return the best answer. We will discuss the theoretical foundations of this class of problems – complexity theory – and how to recognize whether a problem is efficiently solvable or hard. We will then consider theoretical approaches to dealing with these hard problems: efficient algorithms which do not always provide the best solution, but where at least provable bounds on the inefficiency of the provided solution can be given.

Form of tuition
An integrated form of tutorials and exercises

Type of assessment
Hand-in exercises making up 25% of the final mark, and an exam making up 75% of the final mark

Course reading
William J. Cook, William H. Cunningham, William R. Pulleyblank, Alexander Schrijver, Combinatorial Optimization, Wiley, 1998. Further material will be made available through Blackboard during the course.

Recommended background knowledge
Introduction to Operations Research, LP and ILP (like covered by Bedrijfseconometrie 1)

Communication

Course code	P_BCOMMUN (812037)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. C.E. Ashton-James
Examinator	dr. C.E. Ashton-James
Teaching staff	C.M. Ligthart MSc
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
Gain insight in the most important processes and factors that affect and influence interpersonal communication. To this end there will be lectures and practica in which students take a hands- on approach to communication and interaction. The lectures serve to provide students with knowledge and understanding of the most important scientific theories and methods in the area of interpersonal communication. During the practica students will train techniques of presentation and different types of interviewing techniques.

Course content
The lectures will provide a review of the most important theoretical and empirical insights on processes and aspects of interpersonal communication. We will review work regarding topics such as verbal and non- verbal communication, language and language use, communication at work, and communication in intimate relationships. During the practica students exercise techniques of presentation. Moreover, by discussing the literature and using role- play, students will train three types of interview techniques (i. e., the open interview, the semi- structured interview, and the problem- focused / advice conversation).

Form of tuition
lecture
literature survey
practical
Lectures and Practica.

Type of assessment

Multiple choice exam and Assignment.
Partial grade I (theoretical / lecture part): exam (exam on assigned literature and lecture material). Partial grade II: Report and audio-registration of two of the trained types of interviews and presentation. Both grades must be at least a 6. The mean of the two partial grades constitutes the final grade.
Partial grades are valid during the study year in which the grade has been achieved, as well as the next year.

Course reading
- For lectures: Adler, R., Rosenfeld, L., & Proctor, R. F. (2007). Interplay: The Process of Interpersonal Communication. 10th Edition. New York: Oxford University Press.
- For practica: Van der Molen, H.T. Kluytmans, F., & Kramer, M. (1995). Gespreksvoering, vaardigheden en modellen. Groningen: Wolters-Noordhoff (hoofdstukken 1 t/m 7).
In addition, students will be given video content and additional journal articles to read for the lectures.

Remarks
- Practica: attendance obligatory.
- To pass this course both partial grades need to be sufficient (i. e., passing grades).
- The course will be taught in English.
- Coördinator of the practica is drs. C. Ligthart

This course is required for the "Basisaantekening Psychodiagnostiek".

Community-based Health Interventions

Course code	AB_1110 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	S.C. van Veen
Examinator	S.C. van Veen
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
• To gain insights into the history of CbHIs; an important upcoming strategy in the health system in which communities undertake action to improve their health.
• To acquire theoretical insights into the different aspects of CbHIs (from design to implementation to evaluation).
• To gain insights into the opportunities and pitfalls of CbHIs in addressing health problems from a community perspective.
• To learn how to analyze case studies of CbHIs in their context and in a participatory way, leading to a well-grounded advice to optimize this approach.
• To acquire skills in working in a group.

Course content

Numerous interventions are developed and implemented in the area of health care and prevention. Although there is often much attention for national or even international scale interventions, community-based health interventions (CbHIs) are a rapidly upcoming phenomenon. The underlying transition of perceiving health as an individual attribute to health as a result of complex social and local aspects is supporting the importance of CbHIs.

CbHIs are an innovative approach to severe and complex problems. In CbHIs, health is perceived as the result of interaction between individual and environmental aspects. Therefore, implementers of CbHIs take an interdisciplinary approach to public health issues. For instance, (self) management of diabetes, sexual health, mental health, and obesity are addressed by CbHI, but also community problems like loneliness of elderly or limited access todrinking water can be targeted. CbHIs are flexible and participatory in nature. As a result, they are easier to adapt to specific situations and are often designed in collaboration with the target group.

This course focuses on why CbHIs are essential for solving complex health issues and the types of interventions involved. We will take you through the history of CbHIs and the theoretical foundations of this strategy. In addition, we will give insights into aspects of design, implementation, monitoring and evaluation of CbHIs, taking into account appropriate attitudes, skills and knowledge to influence public health in a community setting. The ethical issues involved in community work are very important and issues such as stakeholder participation, sustainability and scaling-up of the intervention and its effects are discussed. Furthermore, the importance of learning from and adapting to emerging issues is discussed in relation to implementing CbHIs. We will explore the importance of learning capacity of the organisations that implement CbHIs, and their role as spiders in a web of multiple stakeholders that are involved with different perspectives, objectives and goals.
Several case studies are used to illustrate the theoretical and methodological aspects. Two such case studies are used for the assignment.

Form of tuition
Lectures, work groups, assignment, field visits, self study

Type of assessment
Written exam (60%), group assignment (30%), oral presentation (10%). All parts need to be passed.

Course reading
Book: Community Based Health Interventions: Principles and Application by Sally Guttmacher, Patricia J. Kelly, Yumary Ruiz-Janecko and articles on blackboard

Recommended background knowledge
We recommend that student have been enrolled in the course future challenges in global health and drivers for change in global health.

Target group
This is a compulsorily course in the bachelor minor track global health

Remarks

Guest lecturers will be invited to discuss fieldwork and research

Comparative Political Research

Course code	S_CPR ()
Period	Period 2
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 teaches students the basic skills of doing comparative research across a number of political systems (or cases, often countries).
- To this end, it introduces students to key issues of research designs, such as conceptualization, case-selection, working with “mixed-data” (qualitative and quantitative) and “mixed methods” (e.g. statistical, descriptive, historical and inferential logic).
- Teaches students core topics of comparative politics by learning to interpret comparative differences and similarities of political and social actors in institutional settings;
- And offers students hands-on experience in applying their knowledge to those topics.

Course content
- The course is structured by introducing the substance and methods of comparative political science and presenting and discussing a series of topics. Specifically, the first two weeks serve to provide the students with basic knowledge about the field of comparative political research, particularly the methodology regarding analyzing institutions, actors and policymaking in a comparative (international) perspective.
- After the students have been familiarized with comparative methodology, we turn to the substantive topics, including regime types (autocracy vs. democracy), patterns of democracy, and electoral and party systems.
- The lecturer will introduce and elaborate the topic; the students are instructed and work individually and in small groups on the topic. By doing so, students practice the basics of doing comparative research.
- Although comparative methods are not directly applied to international politics, mastering these methods is an important and valuable tool to enhance our knowledge on impact of and interactions between international actors.

Competition Law

Course code	R_Eur.comp.l (200943)
Period	Period 4
Credits	6.0

Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	C. Kaupa
Examinator	C. Kaupa
Teaching method(s)	Reading
Level	400

Course objective
The course provides an introduction to European competition law. By the end of the course, students will be able to analyze and discuss European competition law on a highly advanced level.

Course content
The course deals with all central aspects of competition law: horizontal agreements, the abuse of a dominant position, and merger control. Additionally, the course will address important economic aspects of competition law and draw comparisons to the US-American system.

Type of assessment
Take home examination, presentation and assignment

Course reading
To be announced on Blackboard

Remarks
IBL
Degree programme objectives International Business Law

The Master's graduate has thorough knowledge and understanding of the main areas of international business law.

The Master's graduate understands the relationships between the main areas of international business law and recognizes which legal issues are involved and how these influence each other.

The Master's graduate knows who the actors of the international business law environment are and how they interact with each other, while acknowledging legal and cultural differences. The Master's graduate understands the role of governments and the horizontal economic relationships between them, the vertical relationship between them and private business and, finally, the horizontal relationships between private companies. Consequently, the graduate discerns the legal position of various parties and understands how the conduct of these parties can influence legal positions.

The Master's graduate possesses analytical skills to apply acquired knowledge and insights to concrete problems in the area of IBL.

The Master's graduate 'translates' practical problems into legally manageable problems.

The Master's graduate can analyse and assess scholarly literature, case law and legal and policy documents and critically reflect upon them.

The Master's graduate shows evidence of an independent, critical attitude with regard to existing theories and knowledge.

The Master’s graduate possesses the necessary knowledge of research methodologies in international law and the necessary research skills to independently prepare and carry out a jurisprudential study of some size. The Master’s graduate can critically assess the value of research findings, draw conclusions from them and relate research results to theoretical debates within the domain and adjust them when necessary.

The Master’s graduate should be able to analyse complex issues in relation to international business and make useful legal recommendations. A Master’s graduate can formulate an independent and well-substantiated opinion on complex legal issues and take a substantiated position within the existing debates on various international business law topics.

The Master’s graduate should have the ability to present orally and/or in writing the setup, research methodology, theoretical foundations and findings of their research to both experts and non-experts. The Master’s graduate has a good command of English legal terms which are used within international business law.

The Master’s graduate has a self-critical attitude that enables them to independently acquire new knowledge and to improve their analytical, research and communicative skills.

RECHTSGELEERDHEID
The following course objectives are only available in Dutch:

Eindtermen master Rechtsgeleerdheid

De afgestudeerde master beschikt over een academisch werk- en denkniveau;

heeft diepgaande en specialistische kennis van en inzicht in minimaal één deelgebied van het recht

heeft inzicht in de samenhang tussen verschillende onderdelen van het recht, met inbegrip van het nationale en internationale recht

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

Analytische vaardigheden:

de juridische en maatschappelijke aspecten van een vraagstuk in hun onderlinge samenhang beoordelen en daarover kritisch nadenken/oordelen

zich inzicht verschaffen in de problemen die zich bij rechtsvorming op het gekozen deelgebied voordoen en een bijdrage leveren aan oplossing daarvan

een probleem vanuit verschillende deelgebieden op een integratieve manier benaderen

literatuur en juridische bronnen diepgaand analyseren en interpreteren en kritisch beschouwen (waar relevant ook in de Engelse taal, waar relevant ook op nieuwe rechtsgebieden)

rechtsregels afleiden uit concrete gevallen (inductie)

Probleemoplossende vaardigheden:

complexe casus diepgaand analyseren en interpreteren en zelfstandig juridische oplossingen aandragen

complexe juridische problemen onderkennen, analyseren en oplossen

Onderzoeks- en presentatievaardigheden:

schriftelijk presenteren van een wetenschappelijk juridisch betoog

schriftelijk verslag doen van een rechtswetenschappelijk onderzoek

met argumenten onderbouwde mening formuleren over een complex juridisch probleem of een nieuwe ontwikkeling

actief deelnemen aan een wetenschappelijk debat op het deelgebied dat het masterprogramma beslaat

Computer Networks

Course code	X_400487 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	prof. dr. ir. H.J. Bos
Examinator	prof. dr. ir. H.J. Bos
Teaching staff	prof. dr. ir. H.J. Bos
Teaching method(s)	Lecture, Seminar
Level	100

Course objective
The successful student will understand the principles, the structures, and the architecture of computer networks and data communication.

Course content
The emphasis in this course is on fundamental concepts in digital communication. In modern computer networks, data communication takes place by sending data from A to B via a layered architecture where each layer implements a different abstraction. The higher layers are responsible for handling web pages, emails and similar things, that are translated into packets, bits, and eventually digital signals on physical links (e.g., lightpulses, electrical signals in copper wires, radio waves).

This layered architecture with increasing levels of abstraction and separation of concerns, is a fundamental approach that you will encounter in all aspects of computer science (and beyond). Within this architecture, we will concern ourselves with questions like: what route should the data follow through the network, what do we do when errors occur, how do we interconnect two networks that have completely

different properties, etc.

Topics to be discussed include: the physical layer, the datalink layer, the network layer, the transport layer, and the application layer. The focus of this course will be on the Internet and the popular protocols that are used in the Internet (TCP, UDP, Ethernet, Wifi, etc.).

Form of tuition
Lectures and (to a lesser extent) tutorials.

Type of assessment
Exam and practical assignment. The exam carries most of the weight.

Course reading
This year, we will use:
Andrew S. Tanembaum & David Wetherall
Computer Networks (the latest edition)

James F. Kurose Keith W. Ross, Computer networking - a top-down approach, 6/e.

Target group
1CS

Remarks
Current information can be found on Blackboard: bb.vu.nl

Computer Systems

Course code	X_401030 ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	E. van der Kouwe MSc
Examinator	E. van der Kouwe MSc
Teaching staff	dr. G.E.O. Pierre, dr. S. Voulgaris
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
To give insight into the connection between low-level computer hardware, operating systems, and high-level software.

Course content
The programs we use every day are written in high-level languages such as Java,. NET, or C, and make use of various services provided by the operating system. However, the connection between this high level and hardware such as transistors, chips and wires is often more mysterious. Everybody knows that a CPU can do arithmetic calculations and that we can store data in memory, but how does this actually works? How can a processor carry out instructions? Why do certain programming styles create faster programs than others?
How do different parts of a computer work together? In this course we will discuss these questions and study how high-level software

interacts with the operating system and with the low-level hardware. At the end of this course students should have a full picture of how a computer actually works. During the course we will encounter a series of fundamental concepts that are applicable to many other areas, such as pipelining, Amdahl's law, fault detection and correction, and caching.

Form of tuition
Lectures (hoorcollege) and labs (werkcollege)

Type of assessment
Home assignments and a final exam

Course reading
Structured Computer Organization, Andrew Tanenbaum. Prentice Hall editor, 5th edition. We will also use additional documents that are freely available on the Internet.

Entry requirements
Reasonable programming skills in Java
Preferred: Logische structuren (vakcode 400549).

Target group
1CS, 2CS

Concurrency & Multithreading

Course code	X_401031 (401031)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	prof. dr. W.J. Fokkink
Examinator	prof. dr. W.J. Fokkink
Teaching staff	prof. dr. W.J. Fokkink
Teaching method(s)	Lecture, Seminar
Level	400

Course objective
This course provides a comprehensive presentation of the foundations and programming principles for multicore machines.

Course content
Shared memory, mutual exclusion, synchronization operations, concurrent data structures, scheduling, transactional memory, multithreaded programming.

Form of tuition
4 hours per week HC, 4 hours per week WC

Type of assessment
Written exam (which counts for 80% of the final mark) and one programming assignment (which counts for 20% of the final mark).

Course reading
Maurice Herlihy, Nir Shavit, The Art of Multiprocessor Programming, Morgan Kaufmann, 2008.

Target group
3CS

Remarks
The homepage of the course is at http://www.cs.vu.nl/~tcs/cm/

The lectures and written exam of the BSc and MSc variant of Concurrency & Multithreading coincide.
The difference is that the BSc variant has a smaller programming assignment than the MSc variant.

The MSc variant of this course cannot be followed by students that included the BSc variant of this course in their BSc program.

Conflict and cooperation

Course code	P_BCONCOO ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. D.P. Balliet
Examinator	dr. D.P. Balliet
Teaching staff	dr. D.P. Balliet
Teaching method(s)	Lecture
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 Blackboard.

Consumer Behavior

Course code	E_EBE3_CB (60311050)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. F. van Horen
Examinator	dr. F. van Horen
Teaching staff	dr. F. van Horen
Teaching method(s)	Lecture
Level	300

Course objective
At the end of the course:
- you are familiar with important scientific insights in consumer behavior
- you understand the difference between different theoretical concepts relevant for the study of consumer behavior
- you are able to apply theoretical knowledge on specific real-world consumer problems/situations
- you have an understanding why knowledge and comprehension of consumer decision making is important for marketing management
- you are able to identify the most important insights of top tier academic articles on consumer behavior
- you understand the type of experimental studies that are handled in class and in the articles and you can interpret the data collected with an experimental method

Course content
For successful marketing management and strategy, it is essential to get an understanding of the behavior as well as the emotions and attitudes of consumers. After all, marketing begins and ends with the consumer, from determining consumer needs to finally provide and maintain consumer satisfaction.
The main objective of this course is to develop deeper understanding of consumer behavior by learning about relevant psychological theories. Whereas in (micro-)economics the focus is typically on the choices of a rational consumer, in this course the irrationality in the choice behavior of a consumer is highlighted. Indeed, consumers are often not rational in taking decisions, but are influenced by many factors (e.g. advertising, prejudice, need to belong, etc.). To understand this

irrationality in consumer decision making, the course introduces you to some important psychological theories on memory, learning, perception, attitude, motivation and social influences.
We do not only focus on "big theories", but also study specific articles in top journals in the field, thereby focusing attention to insight and application of theoretical thinking.

Form of tuition
Lectures

Type of assessment
Written exam (open and multiple choice questions)

Course reading
Chapters 1, 3-10 & 13 of Kardes, F., Cline, T., Cronley, M. (2011), Consumer Behavior: Science and Practice (1st international edition). Cengage Learning, ISBN-13: 978-0-538-74686-1, ISBN-10: 0-538-74686-6:
IMPORTANT:
You can find a (cheaper) compilation of those chapters in the VU bookstore: ISBN 9781408057483, Consumer Behavior, Custom Textbook, Compiled by Kobe Millet.
Additional articles (to be announced)

Entry requirements
- Bachelor Economics and Business Economics: Marketing 1. 1 and Marketing 1. 2
Or
- Bachelor Business Administration: Marketing Management 1.1
Or
- Bachelor International Business Administration: Marketing Management 1.1

Corporate Finance

Course code	E_EBE3_CF (60321010)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. J.A.F. Schnitzler
Examinator	dr. J.A.F. Schnitzler
Teaching staff	dr. P. Verwijmeren, dr. J.A.F. Schnitzler
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
Corporate finance addresses two fundamental problems of any firm: How should a firm determine which projects and operating strategies to pursue? How should these projects and strategies be financed? The goal of the course is to teach the main theories of capital structure choice and payout policy as well as the principles and tools of valuation.

Course content
The course can roughly be divided into three parts: Capital Structure Choice, Valuation and Corporate Governance. In the first part we will

study the topic of capital structure choice. We will cover the seminal Miller and Modigliani (MM) Theorem, which provides conditions under which capital structure does not affect the total value of a firm or its cost of capital. As we will see, these conditions are very strong and likely to be violated in most real world situations. Instead, the strength of this theorem lies in showing when capital structure should matter by examining what happens when the MM assumptions do not hold. This discussion will lead us to a framework for coming up with an optimal capital structure (and payout policy) that trades off the costs and benefits of debt versus equity financing.

The second part of the course will cover valuation and focus on the interaction between valuation and capital structure outside of an MM world. We will study different valuation techniques such as Adjusted Present value (APV) and Weighted Average Cost of Capital (WACC). In addition, we will take valuation to an international context.

The third part of the course will be dedicated to a special topic, corporate governance and corporate social responsibility. The focus will be on the effectiveness of different governance mechanisms such as boards of directors, takeovers and CEO compensation. We will also contrast different understandings of the concept of corporate social responsibility (CSR) and clarify the impact of CSR on a firm's cost of capital.

Form of tuition
Lectures and Tutorials.

Type of assessment
Written Final Exam.

Course reading
The main textbook for the course is: Berk, Jonathan and Peter DeMarzo, Corporate Finance, either 1st or 2nd edition, Pearson.

Recommended background knowledge
Students are expected to be familiar with basic concepts of capital budgeting (e.g. discounting, NPV) and investments (e.g. CAPM).

Remarks
The course is an entry requirement for the Master of Finance and the course Corporate Finance 4.2.

Corporate Financial Management

Course code	E_BK3_CFM (61342390)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	prof. dr. A.B. Dorsman
Examinator	prof. dr. A.B. Dorsman
Teaching staff	prof. dr. A.B. Dorsman
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
This course expands on financial topics covered in the first and second year. The emphasis in this course is on the Optimal Capital Structure of a corporation. The aim is to prepare students for a (possible) career as (assistant) Financial Manager in Industry or in the FBI sector: Finance, Banking (commercial and investment) and Insurance, incl. pension funds, investments funds, stock markets, Euronext, DNB, ECB, AFM, Ministry of Finance etc.

Course content
The following topics, issues and concepts will be dealt with:
- Capital structure in perfect Markets
- Leverage and Debt
- Optimal Capital Structure with Taxes and Financial Distress
- Payout Policy, Dividends and Share Repurchases
- Capital budgeting and Valuation
- Financial Modeling
- Corporate Governance

Form of tuition
Lecture. Students have to complete before each lecture quizzes (tests) on MyFinancLab.

Type of assessment
written interim examination (80% 5, 0 min.) cases / tutorials (20% of final grade based on average of scores of tests and quizzes on MyFinanceLab.

Entry requirements
This course is for Business Administration students and/or Pre- Master BK students specializing in Financial Management. Students must be familiar with Corporate Finance / Financial Management as covered in the 1st and 2nd year.

Creativity, Power and Commerce

Course code	L_AABAMKD204 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. J.E. Bosma
Examinator	prof. dr. J.E. Bosma
Teaching staff	dr. J.P. ten Berge, prof. dr. J.E. Bosma
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
This course aims to show that the 'value' attached to creative originality does not just follow from the inherent qualities of the object or innovation at hand, but is co-determined by a range of various socio-economic forces that make use of aesthetic as well as ideological, moral, financial, political, historical, legal and other discourses. To

develop and train students' sensibility in interpreting cultural values, in particular with respect to matters of creativity and originality.

Course content
From a romantic perspective, creativity amounts to nothing less than a divine gift bestowed on mortals and enabling them to produce unique works of art of visionary genius and eternal value. When studying the history of creativity in the areas of art, architecture, design and media, however, it appears that most if not all phases in this chain of events, from production to reception, are strongly influenced if not determined by much more banal forces such as power and competition, status and signification, technical innovations and suitable discourses, commerce and copyrights - all of them played out among producers, intermediaries, owners and the public at large. Once revered as divinely mysterious, creativity nowadays is progressively seen as an economic force in itself that, given sufficient investment and a certain measure of freedom, can be developed into a profitable ‘creative industry’.

Form of tuition
Lectures, seminar.

Type of assessment
Presence and active participation to discussions; public presentation and an essay or critical review article on a subject related to the course; written exam.

Course reading
To be announced during the course.

Entry requirements
Active command of the English language; basic knowledge of (the history of) art and culture.

Target group
2nd year students MKDA; (exchange) students in the Humanities.

Remarks
This course is obligatory for all MKDA students in the second year. Attendance is compulsory (in principle, missing two meetings means expulsion from the course). This course is a prerequisite for the third year courses MKDA.

Crime and Justice in the Netherlands

Course code	R_CrimJust ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	prof. dr. E.R. Kleemans
Examinator	prof. dr. E.R. Kleemans
Teaching staff	prof. dr. mr. W. Huisman, dr. J. van Wijk, prof. dr. E.R. Kleemans
Teaching method(s)	Seminar
Level	500

Course objective
The purpose of this course is to provide exchange students with an introduction to crime and justice in the Netherlands. After this course students:
- have knowledge about the criminal justice system in the Netherlands and how it deals with specific crime problems;
- have knowledge about empirical findings on specific crime problems and responses to crime: drugs and drugs policy, prostitution and human trafficking, human smuggling and illegal immigration, organized and organizational crime, and international crimes and the International Criminal Court;
- are able to view crime problems and responses to crime in a wider, international context.

Course content
This course provides an introduction to crime and justice in the Netherlands. How does the criminal justice system function and how does it deal with specific crime problems? The course focuses specifically on:
- Drugs and drugs policy;
- Prostitution and human trafficking;
- Human smuggling and illegal immigration;
- Organized crime and responses to organized crime;
- Organizational crime and responses to organizational crime;
- International crimes and the International Criminal Court.
The course discusses empirical findings on these crime problems in relation to specific responses.

Type of assessment
Written exam

Course reading
Links to the literature will be provided via Blackboard.

The literature consists of relevant articles from scientific journals and selected chapters from: M. Tonry and C. Bijleveld (eds.) (2007). Crime and Justice in the Netherlands. Crime and Justice. A Review of Research. Volume 35. Chicago: The University of Chicago Press (available via UBVU).

Culture and Citizenship

Course code	S_CC ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. A.J. Salman
Examinator	dr. A.J. Salman
Teaching staff	dr. A.J. Salman
Teaching method(s)	Lecture
Level	200

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

Course content
It is, some claim, the right of an ethnic or religious community to self-govern the group and administer internal justice in accordance with its traditions. It is also the right of any nation-state to be sovereign in internal affairs. However, it is also the entitlement of all human beings to enjoy human and citizen rights. In these conflicting claims, the theme of this course is summarized. In this course we will reflect upon the uneasy merger of the vocabulary of the judiciary, the language of ‘rights’ and universal ethics on the one hand, with the idiom of national or minority cultural traditions and identities on the other. First, we will look into different 'cultured' perceptions of notions such as (human, citizen) rights, 'good' politics and politicians, and we will give special attention to the notion of democratic rule as a universal value – or not. The cases will illustrate that no such thing as a shared interpretation exists on what rights and democracy exactly mean. Next, we will look into current national, cultural and ethnic pleas to be entitled to different views and practices with regard to (individual) freedoms and political rule. Finally, we will reflect upon the consequences of these findings for the universalist claim with regard to democracy and individual human and citizen rights. The course will be anthropological in approach, not anchored in political sciences or law studies. The regional emphasis in this course will be on Latin America.

Form of tuition
Lectures, guest lectures and class discussions.

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

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

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

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

Culture and New Media

Course code	S_CNM ()

Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	prof. dr. M.P.J. van de Port
Examinator	prof. dr. M.P.J. van de Port
Teaching staff	prof. dr. M.P.J. van de Port, prof. dr. P.D. Nyiri
Teaching method(s)	Lecture
Level	200

Course objective
The presence and role of media in our daily lives is very much taken for granted. We switch on the TV, use the Internet, post a picture on Facebook and play a video-game without giving it much thought. In a series of lectures and readings, this course seeks to instill in students a renewed sense of surprise as to what those ubiquitous media are and do, and how they shape our view on ourselves and the world. This surprise will allow students to acquire new insights about our media saturated life worlds and ask new questions.

Course content
Three basic questions will guide the course. The question ‘what is a medium?’ is a question about the socio-cultural embedding of the ‘hardware’ of mediation processes: how to understand the relations between media technologies, media formats and media styles and the messages they express? The question ‘what is mediation?’ focuses on the encoding and decoding of media messages as a social process, and charts the dimensions of culture and power that are always at play in processes of mediation. The question ‘what are media-worlds?’ addresses the inextricable entanglement of media and everyday lifeworlds, exemplified in such empirical givens as the cult around ‘celebrities’, the stress on a ‘good media performance’ in the evaluation of politicians, or the increasing number of people who seek access to tv- and talk-shows to bring their illnesses or family break-ups to the attention of a nation-wide audience. Classical texts from media scholars will be combined with ethnographical studies of media practices from all over the world, and philosophical inquiries of the medation process will be contrasted with perspectives from the social sciences.

Type of assessment
Written exam

Course reading
To be announced at the beginning of the course.

Target group
Obligatory for 2nd year BSc CAO and 2nd year BSc CW.

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 is a part of a three-pillar series of lectures, offered by the TLS (transnational legal studies) department to the 3rd year bachelor students. From 2013, students from other social sciences are also admitted. The series show students the influence of transnational problems and policies on the law. Via interactive seminars (combining lectures with discussions) and academic literature the course introduces them to current topics and research in transnational law. This helps them place national law in its broader context, gives them a deeper understanding of European and international law and their function, and prepares them for advanced courses at masters level. While the other two blocks of seminars cover, respectively, (1) current issues in Internet governance and (2) current issues in international law, this course focuses on (3) the current issues in European law.

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). The oral and writing analytic abilities are therefore the major skills advanced in this course.

Course content
In 2015, the course is comprised of 6 seminars (in three sessions) and explores three currently much discussed topics:

- State of democracy and fundamental rights in Europe: post-Lisbon dynamics and Hungarian case;
- Hate speech and historical revisionism: latest developments in European law;
- EU citizenship: recent contradictory developments from the CJEU and new trend of "selling citizenship"

Type of assessment
Paper and presentation

Course reading
David Chalmers, Gareth Davies & Giorgio Monti (eds.), European Union Law, CUP, 2011. 228-266 (chapter on fundamental rights).

* Sionaidh Douglas-Scott, The European Union and Human Rights after the Treaty of Lisbon, Human Rights Law Review, 11, 4, 2011. 645-682.

Uladzislau Belavusau, Commission v. Hungary: On Age Discrimination and Beating Dead Dogs, Common Market Law Review, 50, 4, 2013. 1145–1160.

Nico Krisch, The Open Architecture of European Human Rights Law, Modern Law Review, 71,2, 2008. 183-216.

Jean-Paule Jacqué, The Accession of the EU to the European Convention on Human Rights and Fundamental Freedoms, Common Market Law Review, 48, 4,

2011. 995-1024.

Wolfang Weiß, Human Rights in the EU: Rethinking the Role of the European Convention on Human Rights after Lisbon, European Constitutional Law Review, 7, 1, 2011. 64-95.

Wojciech Sadurski, Adding Bite to a Bark: The Story of Article7, E.U. Enlargement, and Jorg Haider. The Columbia Journal of European Law, 16, 3, 2010. 385-426.

"Hungary: Taking Actions", blog posts on Vervassungsblog: On Matters Constitutional:
http://www.verfassungsblog.de/en/category/themen/antworten-auf-ungarn/#.UsbH9OCGqPE

David Chalmers, Gareth Davies & Giorgio Monti (eds.), European Union Law, CUP, 2011. 534-580 (chapter 13 on equal opportunities law & policies).

* Uladzislau Belavusau, Fighting Hate Speech Through EU Law, Amsterdam Law Forum, 4,1, 2012. 20-45

* Laurent Pech, The Law of Holocaust Denial in Europe: Towards a (Qualified) EU-Wide Criminal Prohibition, NYU Jean Monnet Working Paper Series, 10/9, 2009.

Ian Cram, Coercing Communities or Promoting Civilised Discourse? Funeral Protests and Comparative Hate Speech Jurisprudence, Human Rights Law Review, 12, 3, 2012. 455–478.

Aleksandra Gliszczyska–Grabias, Some Remarks on Holocaust Denial Penalization in Europe, blog post:
http://spme.org/spme-research/some-remarks-on-holocaust-denial-penalization-in-europe/15863/

Uladzislau Belavusau, Historical Revisionism in Comparative Perspective: Law, Politics and Surrogate Mourning, EUI Law Working Paper, 12, 2013. 1-22.

439-484 (chapter on citizenship).

* One of the papers by Dimitry Kochenov:

(1) The Present and the Future of EU Citizenship: A Bird’s Eye View of the Legal Debate, Jean Monnet Working Paper, 2-12, 2012. 1-41.

(2) Citizenship without Respect: the EU Troubled Equality Ideal, Jean Monnet Working Paper, 2011. 1-105.

(3) Mevrouw de Jong Gaat Eten: EU Citizenship and the Culture of Prejudice, EUI Working Paper, 6, 2011. 1-22.

Discussion (short blog posts with divergent opinions by scholars) on the EUDO-CITIZENSHIP.EU:
http://eudo-citizenship.eu/commentaries/citizenship-forum/citizenship-forum-cat/990-should-citizenship-be-for-sale?showall&start=11

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

Data Structures and Algorithms

Course code	X_400614 (400614)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. F. van Raamsdonk
Examinator	dr. F. van Raamsdonk
Teaching staff	dr. F. van Raamsdonk
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
To obtain basic knowledge about data structures, algorithmic design, and worst-case time complexity.

Course content
Concerning data structures:
Linear data structures:
stacks, queues, linked lists.
Tree-like data structures:
binary trees, binary search trees, heaps, red-black trees or AVL-trees.
Graphs-like data structures.
Hash tables.

Concerning algorithms:
sorting algorithms,
the divide-and-conquer programming paradigm,
dynamic programming,
greedy algorithms,
string matching.

Complexity analysis:
big-Oh notation, worst-case time complexity, amortized analysis.

Form of tuition
Lectures: 4 hours per week (in total 28 hours).
Exercise classes: 4 hours per week (in total 28 hours).
There is also practical work.

Type of assessment
Two written exams (a mid-term exam and a final exam) which count for 80 \% of the final mark.
One or two programming assignments which count for 20\% of the final mark.

Course reading
Introduction to Algorithms
third edition,
Thomas H. Cormen, Charles E. Leiserson, Ronald L. Rivest and Clifford Stein,
MIT Press 2009.

Entry requirements
Concerning algorithmics:
recursive procedures, arrays, elementary Java.
For instance the course Programming (X-400554) of year I of the Bachelor Computer Science.

Concerning discrete mathematics:
some familiarity with mathematical reasoning in general and induction in particular.
For instance the course Logic and Sets (X_401090) of year I of the Bachelor Computer Science.
Moreover elementary knowledge of graphs.
For instance the course Networks and Graphs of year I of the Bachelor Computer Science.

Target group
2CS, 2BA, 3IMM, 3LI, 3W, 3Ect

Remarks
Compared to the previous year, there are several changes.
One change is the book we use.

Databases

Course code	X_401008 (401008)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	drs. J. Endrullis
Examinator	drs. J. Endrullis
Teaching staff	drs. J. Endrullis
Teaching method(s)	Lecture, Practical
Level	200

Course objective
The course objective is to obtain a good knowledge and understanding of relational database systems. In particular, this includes the ability to develop good database models, and query and update databases using SQL.

Course content
The course is concerned with base principles and important aspects of relational databases. Among others, we treat: ER and UML class diagrams (for the design and evaluation of database schemata), the relational model, functional dependencies, integrity constraints, transactions and concurrency control. In the practicum, we put emphasis on the ability to understand and formulate complex SQL queries.

Form of tuition
Lectures, exercise/practicum classes, individual homework and practicum tasks.

Course reading
Database Systems, The Complete Book, by: Hector Garcia-Molina & Jeffrey D. Ullman & Jennifer Widom

Target group
2CS, 2IMM, 2LI, 2BA

Decision Making and Institutional Development

Course code	S_DMID ()
Period	Period 6
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	prof. dr. A.C. Hemerijck
Examinator	prof. dr. A.C. Hemerijck
Teaching staff	prof. dr. A.C. Hemerijck
Teaching method(s)	Study Group
Level	300

Course objective
This course is designed for advanced bachelor students to help them better understand processes of decision-making in politics, economics, and society, and particularly to enlighten them on how decision-making is structured by institutions.

In the lectures the basic factors shaping decision-making processes in economic, organizational and political contexts are being surveyed. Meanwhile, students are obliged to work on an essay of a particular case of decision-making.

Course content
Most often decision-making is studied in terms of a rational (cost-benefit) calculus between competing alternative strategies, whereby after a short process of consistent deliberation the least costly, most efficient, alternative is chosen. This is not ‘how decisions happen’ in the real world. Decisions are made in the context of:
1. Institutions, rules of procedure that structure decision-making processes.
2. Preferences of decision-makers are in important ways shaped by their identities (loyalties) and by prevailing environmental conditions.
3. As a consequence, the outcomes of decisions making cannot be solely attributed to the action of individuals (leadership); they are the outcomes of interaction processes among individuals, organizations, and societies.
4. Finally, institutional processes of decision-making are not merely important for understanding (and making) decisions; beyond the outcomes concerned they also give meaning to decision-making actors which help create, sustain, change, and give meaning to institutions.

Form of tuition
Lectures followed by questions and discussion.

Course reading

To be announced in due course (on Blackboard).

Decision Making in Policy and Public Administration

Course code	AB_450258 ()
Period	Period 5
Credits	3.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	prof. dr. D. Huitema
Examinator	prof. dr. D. Huitema
Teaching method(s)	Lecture
Level	300

Course objective
The aim of the course is to provide a conceptual framework for understanding and evaluating organizational and societal decision making processes (DMP), and to discuss a set of central concepts in the field, which can help us understand environmental and energy-related DMP. The course is useful for conducting research and consultancy work with the objective to evaluate, and/or improve policymaking (in an organization, national policy or international policy).

Course content
The reading material for the course draws on: decision sciences, sociology, evolutionary economics, group psychology, policy sciences, among other disciplines. It is an eclectic collection of texts on individual, group, and societal decision making processes, with, where possible, concrete application to environmental issues. The multidisciplinary perspective reflects the different disciplines that decision sciences draw upon.
Issues that are discussed and applied are:
Frames, values, diversity, power, feedback, learning, groupthink, polarization, stakeholders, trust, legitimation, bounded rationality.

Form of tuition
Lectures and workgroups

Type of assessment
Individual assignments (60%) (obligatory; minimum 6), team assignments (20%; obligatory; minimum 6) and in-class exercises (20% not obligatory)

Course reading
Kleindorfer P. R., Kunreuther H. C. and Schoemaker P. J. H. 1998, Decision Sciences. An Integrative Perspective, Cambridge: Cambridge University Press
And selected articles and chapters

Remarks
The course is taught in English.

Democracy: A History

Course code	L_GABAGES212 ()

Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. D.B.R. Kroeze
Examinator	dr. D.B.R. Kroeze
Teaching staff	dr. D.B.R. Kroeze, J.M.J. Bouma MA
Teaching method(s)	Seminar, Lecture
Level	200

Course objective
• Students acquire knowledge and understanding of the origins and development of democratisation in the nineteenth and twentieth centuries.
• Students learn to assess critically the meanings and uses of key political concepts.
• Students are able to apply their understanding of the history of democracy to relevant present day issues."
"• Students are able to demonstrate their understanding in writing, discussions and presentations.
• Students practice their ability to communicate in English.

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

Form of tuition
Lectures and discussion.

Type of assessment
Written exam and assignments.

Course reading
John Dunn, Setting the People Free. The Story of Democracy (London 2005, paperback); Mark Mazower, Dark Continent (New York 1998 (or a later version); articles (to be announced).

Target group
Regular history students; (international) students with a background in political philosophy, political and social sciences.

Remarks
This course is obligatory in the second year. Attendance is compulsory.
The language of tuiton is English.

Development and Globalization

Course code	S_DG ()

Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. F. Colombijn
Teaching staff	dr. F. Colombijn
Teaching method(s)	Lecture
Level	200

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

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 and tutorial

Type of assessment
Assignment (25%) and exam (75%)

Course reading
Crew, E. & Axelby, R. (2013). Anthropology and development: Culture, morality and politics in a globalised world. Cambridge: Cambridge University Press. ISBN 978-0-521-18472-4.
Additional articles announced on blackboard.

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

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

Development Economics

Course code	E_EBE3_DEVEC (60332050)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. W. Janssens
Examinator	dr. W. Janssens
Teaching staff	dr. R.H. Oostendorp, dr. W. Janssens
Teaching method(s)	Lecture
Level	300

Course objective
The course introduces students to current economic research on development issues. The course is aimed both at students who have a general interest in developing countries and those who expect to deal with developing countries in their future career. At the end of the course students should be able to:
- critically understand, explain and discuss the microeconomics of rural markets for credit, insurance, labor and land, both using equations and graphs at the level indicated by the required reading list
- be able to answer questions and calculate equilibrium outcomes in these markets at the level indicated by the homework assignments
- be able to discuss contents, theory, empirical methods and results of the papers in the required readings

Course content
Lectures are on important topics in economic development: income growth, poverty, population dynamics, imperfect markets for land, labor, credit and insurance, child labour, foreign aid, and conflicts. The emphasis throughout the course is on the microeconomic analysis of decisions by households, policy makers, village leaders and other such agents. A central theme of the course is the relationship between poverty and development. How do poverty and inequality affect the functioning of rural markets and what are the effects on long-term growth? How do market failures such as information asymmetries determine outcomes in credit markets and what is the role of microfinance? What are major determinants of household decisions on fertility and child labour? What is the relation between foreign aid and economic development? The lectures provide students with both a critical understanding of the theory as well as an empirical knowledge regarding these issues. A special feature of this course is the Africulture simulation game in which students experience microeconomic decision-making as a member of an African rural household: participants have to devise the best allocation strategy (which crops? migrate to the city? how large should the family be?) in a risky environment with various types of shocks (drought, illness). Good thinking allows the family to prosper.

Form of tuition
Lectures + 1 day Africulture simulation game tutorial

Type of assessment
Written examination

Course reading

Textbook:
Debraj Ray, Development Economics, Princeton University Press, 1998.

Additional papers (preliminary):
1) Alatas, V., A. Banerjee, R. Hanna, B. Olken, and J. Tobias, (2012) "Targeting the Poor: Evidence from a Field Experiment in Indonesia", American Economic Review, 102.
2) Udry, C. (2003), "Child labor", Yale Ec. Growth Center Discussion paper No. 856.
3) Basu, K. and Z. Tzannatos (2003). "The Global Child Labor Problem: What Do We Know and What Can We Do?" World Bank Economic Review 17(2): 147-173.
4) Karlan, D. and J. Zinman (2009), "Observing Unobservables: Identifying Information Asymmetries With a Consumer Credit Field Experiment" Econometrica, 77: 1993–2008
5) Banerjee A. and E. Duflo (2010), "Giving credit where it is due", Journal of Economic Perspectives 24(3), 61-80
6) Rosenberg (2010), "Does microcredit really help poor people?" CGAP focus note No.59.
7) Dercon, S. (2002), "Income Risk, Coping Strategies, and Safety Nets", World Bank Research Observer, 17(2), 141-166.
8) Collier P. and D. Dollar (2002). "Aid allocation and poverty reduction." European Economic Review 46(8), 1475-1500.
9) Easterly, W. (2003). "Can Foreign Aid Buy Growth?" The Journal of Economic Perspectives 17(3): 23-48.
10) Svensson J. (2005), "Eight questions about corruption." Journal of Economic Perspectives, 19 (3), 19-42.
11) Reinikka, R. and J. Svensson (2005), "Fighting Corruption to Improve Schooling: Evidence from a Newspaper Campaign in Uganda" Journal of the European Economic Association, 3(2-3), 259-267.

Recommended background knowledge
The participants are expected to have some basic familiarity with the subject of development economics and preferably have a background in microeconomics.

Remarks
For information contact Mrs. T. Heemskerk, g.e.heemskerk@ vu.nl, tel.: 020- 598 6140. See also our website http://www.feweb.vu.nl/economics

Development from an Interdisciplinary Viewpoint

Course code	S_DIV ()
Period	Period 3, Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	drs. G.M. van Iterson Scholten
Examinator	drs. G.M. van Iterson Scholten
Teaching staff	drs. G.M. van Iterson Scholten
Teaching method(s)	Lecture
Level	300

Course objective
Students learn about the themes relevant for the study of political, economic and social challenges faced by developing countries at the eve of the 21st century. They also acquire knowledge of how various scientific disciplines see and recommend to remedy these situations and will gain interdisciplinary perspectives into these challenges.

Course content
The course offers a mix of interactive lectures and guest lectures by academic and non-academic experts. Students learn about a number of themes relevant for the study of developing countries in the contemporary era. This course will provide a cross-cutting and interdisciplinary perspective on issues related to political, economic and social phenomena in the countries of the Global South. Among others, this course will look at political systems, political economy, the civil unrest and the effects of development aid on developing countries.

Form of tuition
Short essay & Take-home written examination.

Type of assessment
Written examination.

Course reading
Various articles on BlackBoard, to be announced.

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

Remarks
This course is open to 2nd and 3rd year Bachelor's students in various disciplines. Students are invited to participate in discussions in class; participants with experience in development work or related activities are especially invited to do so.

Differential Geometry

Course code	X_400631 ()
Period	Period 1+2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. O. Fabert
Examinator	dr. O. Fabert
Teaching method(s)	Lecture, Seminar
Level	400

Course objective
The student understands how to read and write in the language of coordinate free analysis and geometry
The student can reproduce the most important arguments and constructions in differential geometry
The student can apply these to compute on complex geometric objects

(manifolds)
The student can translate between geometric intuition and mathematical statements

Course content
This course is an introduction to the theory of manifolds. These may be interpreted as generalisations of curves and surfaces to arbitrary dimensions. Apart from giving the relevant definitions from differential topology (manifolds, vector bundles and differential forms), we make short excursions to Riemannian geometry (Riemannian metric) as well as to algebraic topology (fundamental group and de Rham cohomology). More precisely, the subject list includes:

- Definition of smooth manifolds
- Submanifolds, immersions
- Constant rank maps
- Vector bundles and bundle maps
- Tangent bundle, cotangent bundle, normal bundle
- Differential forms
- Riemannian metric, distances on Riemannian manifolds
- Stokes' Theorem
- De Rham cohomology
- Mayer-Vietoris theorem
- Computation of cohomology groups

Form of tuition
Lectures and tutorials

Type of assessment
Homework, midterm, written exam

Course reading
J.M. Lee, Introduction to smooth manifolds, Springer, GTM 218

Recommended background knowledge
Analysis on R^n (Mathematical Analysis 2), Topology

Target group
3W, 3W-B

Digital Hermeneutics and Visualisation

Course code	L_AABAALG047 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. I.B. Leemans
Examinator	prof. dr. I.B. Leemans
Teaching staff	drs. E. Maks, dr. C.M. van den Akker, prof. dr. I.B. Leemans, drs. C.J. Ockeloen
Teaching method(s)	Seminar
Level	300

Course objective
Students learn to digitally analyse big data through different techniques, compare the results with traditional research strategies and visualize their results through different visualization tools. They will learn to present research results for academic audiences and the general public.

Course content
In this module we will explore how the datasets that students are developing in the minor course 'Annnotation by Humans and Machines' can be analysed and how the results can be represented in a insightfull and attractive way. Students will work with several tools and techniques to perform geographic, network, visual and semantic analysis. How can we distinguish between valid and invalid measurements? Should a measurement be as precise as possible or should it try incorporate as many results as possible (recall)? What are the advantages of digital humanities research over traditional, hermeneutic, and manually performed research. How can we present the results of our research for a larger audience? In this course, students explore various tools to visualize their results and analyse how different representations can incorporate different interpretations. They can choose for various ' collaboratories', working around visual datasets of museums, or textual corpora and social media on the history of 'emocracy'.

Form of tuition
Lectures, seminars, collaboratories

Type of assessment
Participation & presentation, assignments

Course reading
Course reader

Entry requirements
Recommended background knowledge: minor course 2 From Object to Data

Target group
Students of the UvA & VU faculty of Humanities, as well as students of Informatics (UvA) and Computer Science (VU).

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

Double Burden of Disease

Course code	AB_1109 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	S.C. Iancu MSc
Examinator	S.C. Iancu MSc
Teaching staff	dr. A.J. van der Ham, dr. D.R. Essink

Teaching method(s)	Lecture, Study Group
Level	300

Course objective
• To be able to explain the double and triple burden of diseases
• To understand causes and effects of the double and triple burden of diseases
• To gain insight into health outcomes of the double and triple burden of disease
• To acquire skills on finding, reading and integrating relevant literature for a scientific assay
• To learn how to translate and communicate scientific results to the public.

Course content
The WHO states that "(m)any low- and middle-income countries are now facing a "double burden" of disease. While they continue to deal with the problems of infectious diseases and under-nutrition, they are experiencing a rapid upsurge in chronic disease risk factors such as obesity and hypertension, particularly in urban settings.
During this course you will gain an understanding in the causes for the development of "double burden" of disease. In the first week of the course we look at the effect of several main megatrends on health outcomes. In the second week we discuss the social determinants of health and the interaction between infectious diseases and non-communicable diseases. Recent developments in the field of "double burden" of disease indicate a new trend: "triple burden" of disease. This is referring to the trend of urbanization and how infrastructural development is a new hazard compromising health conditions. Increasing air pollution and traffic accidents are the main problems leading to the "triple burden" of disease. The triple burden of disease will also be discussed in week two. In the third week we will look at the specific case of mental health and the responses of health systems to the double burden of disease.
The course consists of lectures, after which you will go deeper into the topic through the writing of a scientific essay and the creation of a blog.

Form of tuition
lectures, project group meetings with supervisor 26 hours
self study 132 hours
examination 2 hours

Type of assessment
Written exam (50%)
Writing assignment (essay) (30%)
Blog (20%)

All parts need to be passed (grade 5.5 or higher)

Course reading
Selected reading materials will be made available on Blackboard

Recommended background knowledge
We recommend student to have been enrolled in the minor courses future challenges in global health and drivers for change in global health.

Target group
This is a compulsory course in the bachelor minor track global health.

Remarks
Guest lecturers will be invited to discuss fieldwork and research.

Drivers of Change in Global Health

Course code	AB_1108 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. A.J. van der Ham
Examinator	dr. A.J. van der Ham
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
• Acquire knowledge and understanding of important drivers of change in global health, such as
climate change, urbanization, increased mobility and migration,war and peace and emerging patterns of diseases.
• Aquire understanding of the complex relationships between different drivers of change.
• Obtain insight in international policy and practice in response to these changes.
• Develop and apply skills for data collection and analysis regarding drivers of change in global health, taking a transdisciplinary approach.
• Being able to critically process and reflect on scientific as well as non-scietific publications regarding drivers of change and present results of this orally and in writing.

Course content
"Ours is a period of change - continual, multi-form, and multi-level - technical, scientific, economic and political."

The starting point of this course is that in every corner of our lives as individuals, communities and societies, there is change. These changes affect our health in many ways. Worldwide people are for example confronted with new and emerging diseases, changing disease patterns, demographic changes, economic prosperity or crises, climate change and technological developments. There appears to be a trend of globalization of the world in social,cultural, economic and political terms, although these changes will have a diversity of impacts on people in different parts of the worlds. The patterns and trends described above can be seen as drivers of change in global health as they bring along new problems and new opportunities regarding health and healthcare systems.

In this course we discuss several important drivers of change and the relations between them in a global context. Five key themes/ drivers are: demographic patterns, wealth and poverty, war and peace, rights and respect and the health of he planet. These drivers of change will form the starting point for an exploration fo their impact on health and health care.

In this course we adopt a dual track approach. The first track consists of a series of lectures (and reading) which will give insight into a important drivers for change in different parts of the world. The second track of the course that runs parallel consists of an assignment in which students in small teams conduct their own study into one driver for change with different sub-assignments that resulting in a call to action regarding their driver of change. Students will present their work orally and in writing. During workgroups students will engage in exercises and discussions to strengten skills of data collection and analysis, critical reflection and presentation skills. This way the students practice transdisciplinary methods to gain insight into drivers of change and their complex relation to health in a global context.

Form of tuition
Lectures: 18 hours
Assignment (work groups & independant group work): 74 hours
self study: 65
Exam: 3 hours

Type of assessment
Written exam (50%) and group assignment (50%). The assignment includes a written report (40%) and a presentation (10%). Both the exam and the assignment need to be passed (= 5.5 or higher).

Course reading
- Course guide
- Assignment manual
- The penguin state of the world atlas, 2012 (ninth edition). Dan Smith. Penguin Books.
- Selected scientific publications (will be announced on Blackboard).

Recommended background knowledge
We recommend student to have been enrolled in the minor courses future challenges in global health

Target group
This is a compulsorily course in the bachelor minor track global health

Remarks
Guest lecturers will be invited for specific lectures.
Work group and presentation attendance is compulsory.

Drugs and Addiction

Course code	AB_1032 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. T. Pattij
Examinator	dr. T. Pattij
Teaching staff	prof. dr. T.J. de Vries, prof. dr. A.N.M. Schoffelmeer, dr. L. Diergaarde
Teaching method(s)	Study Group, Computer lab, Lecture

Level	300

Course objective
Students will obtain insight in the neurobiological, clinical and socio-economical aspects of drug and alcohol abuse.

Course content
Addiction is the most widely occurring psychiatric disorder, which continues to extract enormous human and financial costs on our western society. The central feature of drug addiction is compulsive drug use, i.e. loss of control over apparently voluntary acts of drug seeking and drug taking. Currently, the leading view on addiction is that repeated drug consumption by vulnerable individuals (genotype) causes compulsive drug-seeking behaviour (phenotype) due to long-lasting neurobiological changes in the brain. Whereas numerous compounds (with or without cognitive therapy), have been tested clinically in the past, available treatments are as yet inadequate for most people and the risk of relapse to active drug use remains very high (80-90%), even after extended periods of abstinence. Against this background, the course will allow students to become familiar with the epidemiology, psychology, neurobiology, psychopharmacology and therapy of addictive behaviour with a focus on nicotine, psychostimulant, heroin, cannabis and alcohol addiction as well as compulsive gambling. Political and societal aspects of addictive behaviour will also be addressed.

Form of tuition
Lectures, site-visits, individual essay and self-tuition

Type of assessment
Individual essay which accounts for 70% of final mark and written exam which accounts for 30% of final mark.

Course reading
Textbook: Ghodse's Drugs and Addictive Behaviour. 4th edition, ISBN: 9780521727556

Recommended background knowledge
Neurowetenschappelijke basiskennis

Target group
3rd year bachelor Health Sciences and related bachelor programmes

Registration procedure
Due to limited amount of places available for the site-visits, preregistration for participation in the site-visits is required. Information for this registration procedure will be posted on blackboard.

Remarks
Course coordinators:
Prof. dr. A.N.M. Schoffelmeer, department of Anatomy and Neurosciences, VU university medical center
Dr. T. Pattij, department of Anatomy and Neurosciences, VU university medical center

Various teachers from within our university and guest lecturers from other universities and

institutes will give lectures in the course.

Dutch Literature and Culture of the Golden Age

Course code	L_NOBAALG005 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. P.H. Moser
Examinator	dr. P.H. Moser
Teaching staff	dr. P.H. Moser
Teaching method(s)	Seminar
Level	100

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

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

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

Type of assessment
Written exam.

Course reading
Maria A. Schenkeveld, Dutch Literature in the Age of Rembrandt. Themes and Ideas. Amsterdam/Philadelphia 1991. Peter Burke, The Renaissance

(any edition).

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

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

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

Course code	L_XCBAGLT304 ()
Period	Period 4+5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. N.M. Vos
Examinator	dr. N.M. Vos
Teaching staff	dr. N.M. Vos
Teaching method(s)	Seminar
Level	300

Course objective
The student gains, by way of independent study as well as participation in seminars, knowledge of both literary and historical issues of interpretation related to the work of various important early Christian authors. During the course, the student will widen the scope of experience already acquired in terms of the use of handbooks, reference works, and other types of scholarly literature. Each student is expected to present a paper about a particular textual passage; in doing so, the student will pay attention to various aspects of the text, such as structure and style, wider literary context, and cultural/historical setting. This presentation is then followed by group discussion. As part of the course, the student will write an essay on the complex of problems dealt with during the presentation and the discussion. The course is completed by an oral examination during which the various elements of the course will be addressed (personal reflection and study, presentation of the paper, and the final essay). Clear expression of personal opinion based on sound argumentation is considered a vital ingredient of this course; active participation during the seminar sessions and the discussion is expected. The grading procedure is explained on the Blackboard website for this course.

Course content
In the first century CE, Christianity emerged: it started out as a small movement within Judaism but during the following centuries it grew into a religious movement that spread across the entire Imperium Romanum. At this time, a multifaceted Christian culture was formed. In her book Biblical Exegesis and the Formation of Christian Culture, professor Frances Young analyses the complex process of early Christian identity formation. In this context, the Bible is of crucial importance: it became the text on which Christians based their religion and in this sense, all early Christian literary expressions are informed by the

Bible. In addition, professor Young addresses the issue as to how Christians developed a new Christian culture based on the exposition of Scripture. She concludes that ancient Christian authors distanced themselves from their Greco-Roman and Jewish contemporaries while also competing with them. At the same time, much of their hermeneutical method and rhetorical style was derived from their rivals. Young explains how classical paideia and Jewish forms of textual interpretation influenced early Christian reading strategies. On the basis of Young's research, primary sources are studied during the course, written by, for instance, Origen of Alexandria, Gregory of Nyssa, and Augustine of Hippo. In this way, it becomes clear how, based on existing principles of textual interpretation ('Biblical Exegesis'), a new and unique complex of religious meanings was established ('Christian Culture').

Form of tuition
Seminar

Type of assessment
Presentation; paper; oral examination

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

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

E-Business and IT-Industry

Course code	E_BK3_EBITI (61322390)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	prof. dr. ir. J.W.M. Gerrits
Examinator	prof. dr. ir. J.W.M. Gerrits
Teaching staff	prof. dr. ir. J.W.M. Gerrits
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
Objectives of this course

After this course, students should:
- know the structure of the industry and its main players;
- know the theories and models to analyse the industry;
- understand business models of companies in the industry;
- be able to analyse competitive and collaborative behaviour using these theories and models;
- know major trends that are changing and shaping the industry.

Course content

Session 1: Defining the Industry
The industry contains a large diversity of companies, from hardware manufacturers to marketing agencies. In this session we develop an overview of the industry containing the companies and the linkages between the companies.

Session 2: Understanding the economics of the industry
In this session we take a look at the economic principles governing the industry. Understanding the economics enables us to understand the behaviour of firms.

Session 3: Value creation and value networks
In this session we look at the industry level to discuss how value is created in the industry and how companies collaborate in value networks to create the value.
Session 4: Business Models
In this session we look at business models of companies in the industry. Business models describe how a company operates.

Session 5: Trends
In this session we look at trends and developments that have a large impact on the industry. Depending on current developments, we might change literature.

Project
In the project every team chooses a topic that they are interested in to study in depth. Throughout the weeks, the theory and models are applied to the topic.
Every week progress is presented and discussed.
The project results in a final report of around 20 pages.

Form of tuition
In the morning session theory will be introduced and discussed.
In the afternoon session we will present and discuss project work. In the project, teams of 4 students analyse a phenomenon in the industry by using the theories and models that are introduced in the course.

Type of assessment
- written interim examination, 60 percent
- project paper, 40 percent

Course reading
- Holzer, A., Ondrus, J., Mobile application market: A developer's perspective (2011), Telematics and Informatics, volume 28, Issue 1, February, doi:10.1016/j.tele.2010.05.006
- Maitland, C. F., Bauer, J. M., Westerveld, R. The European market for mobile data: evolving value chains and industry structures, Telecommunications Policy 26 (2002) 485-504 doi:10.1016/S0308-5961(02)00028-9
- Barnes, S. J., The mobile commerce value chain: analysis and future developments, International Journal of Information Management, Volume 22, Issue 2, April 2002, 91-108, doi:10.1016/S0268-4012(01)00047-0
- Sabat, H.K., The evolving mobile wireless value chain and market structure, Telecommunications Policy, Volume 26, Issues 9-10, October-November 2002, 505-535, doi:10.1016/S0308-5961(02)00029-0
- Economides, N. (1996). The economics of networks. International journal of industrial organization, 14(6), 673–699. Elsevier. doi:10.1016/0167-7187(96)01015-6

- Economics of Information Technology, Hal R. Varian, March 2003, http://www.sims.berkeley.edu/~hal/Papers/mattioli/mattioli.pdf
- Enders, A., Hungenberg, H., Denker, H., & S. (2008). The long tail of social networking. Revenue models of social networking sites. European Management Journal, 26(3), 199-211. doi:10.1016/j.emj.2008.02.002
- Brousseau, E., & Penard, T. (2007). The Economics of Digital Business Models: A Framework for Analyzing the Economics of Platforms. Review of Network Economics, 6(2), 81-114. http://ssrn.com/abstract=1086370
- Amit, R., & Zott, C. (2001). Value creation in E-business. Strategic management journal, 22, 493– 520. Wiley Online Library. doi:10.1002/smj.187
- Peppard, J., & Rylander, M. A. (2006). From Value Chain to Value Network: Insights for Mobile Operators. European Management Journal, 24 (2-3), 128-141. doi:10.1016/j.emj.2006.03.003
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E-Commerce Law

Course code	R_E.commerc (200942)
Period	Period 5
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)	Reading, Study Group
Level	500

Course objective
The prime goal of the course is to obtain a general understanding of legal issues that occur when doing business online. The European Union directives related to electronic commerce are taken as a starting point in this course.

Course content
E-commerce conducted between businesses is already quite successful, and so is consumer e-commerce. Current legislation has been drafted for a paper-based society. For the information society services adaptations to existing legislation or drafting of new legislation is necessary. For that purpose the European Commission has enacted several directives over the years. The course gives insight into the main issues on e-commerce such as liability of service providers, electronic contracting, identity theft and online dispute resolution.

Type of assessment
Paper and assignment

Course reading
Articles via Blackboard.

Remarks
The following course objectives are only available in Dutch:

Eindtermen master Rechtsgeleerdheid
De afgestudeerde master beschikt over een academisch werk- en denkniveau;
heeft diepgaande en specialistische kennis van en inzicht in minimaal één deelgebied van het recht
heeft inzicht in de samenhang tussen verschillende onderdelen van het recht, met inbegrip van het nationale en internationale recht
De afgestudeerde master beschikt over de volgende (juridische) vaardigheden:
Analytische vaardigheden:
de juridische en maatschappelijke aspecten van een vraagstuk in hun onderlinge samenhang beoordelen en daarover kritisch nadenken/oordelen
zich inzicht verschaffen in de problemen die zich bij rechtsvorming op het gekozen deelgebied voordoen en een bijdrage leveren aan oplossing daarvan
een probleem vanuit verschillende deelgebieden op een integratieve manier benaderen
Probleemoplossende vaardigheden:
complexe casus diepgaand analyseren en interpreteren en zelfstandig juridische oplossingen aandragen
complexe juridische problemen onderkennen, analyseren en oplossen
Onderzoeks- en presentatievaardigheden:
individueel een rechtswetenschappelijk onderzoek op academisch niveau voorbereiden en uitvoeren (probleemstelling formuleren en afbakenen, informatie verzamelen, gegevens interpreteren, conclusies trekken, evalueren en aanbevelingen en suggesties doen voor verder onderzoek)
schriftelijk presenteren van een wetenschappelijk juridisch betoog

met argumenten onderbouwde mening formuleren over een complex juridisch probleem of een nieuwe ontwikkeling
actief deelnemen aan een wetenschappelijk debat op het deelgebied dat het masterprogramma beslaat

Econometrics I

Course code	E_EOR3_TR1 ()
Period	Period 1
Credits	3.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	F. Blasques Albergaria Amaral
Examinator	F. Blasques Albergaria Amaral
Teaching staff	F. Blasques Albergaria Amaral
Teaching method(s)	Lecture
Level	300

Course objective
Obtaining basic understanding of dynamic linear modeling and time series analysis.
Understanding the introductory theory and practice of econometric analysis of stationary and non-stationary stochastic processes.

Course content
Econometrics I is taught in English and provides an introduction to dynamic models and time-series analysis. The course covers both theoretical and practical aspects of time-series econometrics including analysis of stationary and non-stationary processes, ARMA, ADL and ECM models, unit-root, integration and cointegration tests, forecasting and impulse response functions.

Form of tuition
Lectures and classes for solving exercises

Type of assessment
Exam (80%) and practical assignment (20%)

Course reading
Brockwell P.J. and Davis R.A., Introduction to Time Series and Forecasting, 2nd Edition, Springer-Verlag New York, 2002.
Heij et al., Econometric Methods with Applications in Business and Economics, Oxford University Press.
Hamilton, Time Series Analysis, Princeton University Press, 1994.

Entry requirements
Basics of statistics, probability, econometrics and calculus.

Elementary Course Babylonian 1

Course code	L_SABAOHK105 ()
Period	Period 1
Credits	3.0

Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. R. de Boer
Examinator	dr. R. de Boer
Teaching staff	dr. R. de Boer
Teaching method(s)	Seminar
Level	100

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

Course content
Teaching of grammar, vocabulary and cuneiform signs

Form of tuition
Lecture, seminar (werkcollege)

Type of assessment
Written examination (grades 0-10)

Course reading
John Huehnergard, A Grammar of Akkadian (Harvard Semitic Studies). Atlanta, Georgia.

Target group
Beginners

Remarks
This course is obligatory in the second year. Attendance is compulsory. The course cannot be continued if more than two meetings were missed. This course is a prerequisite for the first year course Elementary Babylonian 2.

Elementary Course Babylonian 2

Course code	L_SABAOHK106 ()
Period	Period 2+3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)

Coordinator	dr. R. de Boer
Examinator	dr. R. de Boer
Teaching staff	dr. R. de Boer
Teaching method(s)	Seminar
Level	100

Course objective
The course teaches grammar and vocabulary of the Old Babylonian dialect of Akkadian. Students will read the first texts in transliteration and thereby get acquainted with Babylonian society and culture. Students who major in Babylonian will develop reading skills in Neo-Assyrian cuneiform. Students who do the minor "Ancient Near Eastern Languages and Cultures" will complete the study of grammar in period 3, so that they are able to evaluate and analyze an edited Akkadian texts in secondary literature. The course is an applied example of an internationalized BA-eduction, not only because the language of tuition is English, but also because a) students will make acqaintance with the German academic tradition of Assyriology, b) students will discover different (non-European) ways of how languages can work, and c) students will discover origins - of their Christian culture but also of social and legal institutions that have remnants in Near Eastern cultures today.

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

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

Type of assessment
Written examination (grades 0-10)

Course reading
John Huehnergard, A Grammar of Akkadian (Harvard Semitic Studies). Atlanta, Georgia.

Entry requirements
Elementary Course Babylonian 1 (L_SABAOHK105)

Target group
Beginners

Remarks
This course is obligatory in the second year. Attendance is compulsory. The course cannot be continued if more than two meetings were missed. This course is a prerequisite for the first year course Elementary Babylonian 3.

Elementary Course Babylonian 3

Course code	L_SABAOHK107 ()
Period	Period 4

Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. R. de Boer
Examinator	dr. R. de Boer
Teaching staff	dr. R. de Boer
Teaching method(s)	Seminar
Level	100

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

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

Form of tuition
Lecture, seminar (werkcollege)

Type of assessment
Written examination (grades 0-10)

Course reading
John Huehnergard, A Grammar of Akkadian (Harvard Semitic Studies). Atlanta, Georgia.

Entry requirements
A passing grade in Elementary Course Babylonian 2 (L_SABAOHK106) must have been awarded in the current academic year. Students who received a passing grade in previous years or learned Babylonian somewhere else must demonstrate that they have adequate language skills by passing an intake test on the level of the final exam of Elementar Course Babylonian 2. To do the intake test, please contact the instructor at least one week before the start of period 4. It is, however, recommended to contact the instructor already at the beginning of period 2 (November) to make sure that an adequate level can be reached at the beginning of period 4.

Target group
Beginners with some knowledge of Babylonian

Remarks
This course is obligatory in the second year. Attendance is compulsory. The course cannot be continued if more than two meetings were missed. This course is a prerequisite for the first year course Elementary Babylonian 4 and for all second and third year Akkadian reading courses (Historical Texts Assyria/Babylonia, Akkadian Literary Texts, Mesopotamian Legal Texts, Advanced Akkadian Seminary).

Elementary Course Babylonian 4

Course code	L_SABAOHK108 ()
Period	Period 5+6

Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. R. de Boer
Examinator	dr. R. de Boer
Teaching staff	dr. R. de Boer
Teaching method(s)	Seminar
Level	100

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

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

Form of tuition
Lecture, seminar (werkcollege), self-study (period 6)

Type of assessment
Term paper (in period 5)

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

Entry requirements
A passing grade for the Elementary Course Babylonian 3 (L_SABAOHK107) must have been awarded in the current academic year. Students who received a passing grade in previous years or learned Babylonian somewhere else must pass an intake test on the level of Elementary Course Babylonian 3. Please contact the instructor at least one week before the beginning of the period.

Target group
Beginners with knowledge of Akkadian

Remarks
This course is obligatory in the second year. Attendance is compulsory. The course cannot be continued if more than two meetings were missed.

Empire and Continental Europe

Course code	L_GCBAGES304 ()
Period	Period 4+5
Credits	9.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. S. Legene
Examinator	prof. dr. S. Legene
Teaching staff	prof. dr. S. Legene
Teaching method(s)	Seminar

Level	300

Course objective
To improve knowledge about state formation and political developments in Europe, related to post war reconstruction, decolonisation, the cold war, European unification.
To further the understanding of relationships between national and international structures and processes.
To develop writing skills with respect to review essays, to train academic reasoning and debating to reach historical interpretations.
Students will learn to relate their own research questions to grand narratives and make connections between such narratives and specialised monographs.
The focus is on research into the historical background of topical issues, based on secondary literature with regards to national identity and its relationship to other collective identities like ethnicity and race, class, religion, or gender and/or citizenship.

Course content
Three developments that played a major role in European history after 1945 will be central to this course: 1) The reordering of European national states in two antagonistic 'blocks' after 1945 and the disintegration of these two camps, as well as of a number of national states after 1989. 2) The changes within Europe as a result of decolonisation. 3) The gradual European integration process and the strained relationship between 'Europe' and the various nation states. These developments can only be understood in their historical context. Starting from existing grand narratives with respect to these three developments (Mazower, Judt, Hobsbawm, Prashad and others), students will challenge these historiographies and work on common questions that emerge from individual case studies.

Form of tuition
Seminar, with weekly sessions of 3 hours. The course will be structured as follows: period 4 starts with introductory lectures focusing on grand narratives and certain key concepts like citizenship or nationalism. Discussion is based on secondary literature, prepared through review essays that will be presented in class and will be channelled into common research questions. In period 5 emphasis lies on writing an own case study that refers to one of these common research questions. Guest lecturers will provide more background information on these topics selected in period 4.

Type of assessment
Students play an active role during class sessions (class attendance mandatory), weekly oral and written assignments (25%); midterm paper (25%), final paper (40%). These final papers are presented at a final seminar (10%).

Course reading
To be announced.

Entry requirements
BA2 courses contemporary history or history modules AUC completed.

Target group
Third-year major Contemorary History; AUC and international exchange students, after approval by teaching staff.

Remarks
Maximum number of participants: 22.

Empires and States in a Globalising World (1500-present)

Course code	L_GWBAGES211 ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. M.C. 't Hart
Examinator	prof. dr. M.C. 't Hart
Teaching staff	prof. dr. M.C. 't Hart
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
To gain knowledge of and insight into the history of modern state formation since the early modern period, particularly in Eurasia, the political and economic developments that drove this process, and key historical debates about the origins, nature and development of nation-states and empires.
To familiarise oneself with historical and comparative analytical skills that are needed to study globalisation processes in different periods of time.
To familiarise oneself with the combination of humanities and social science approaches.

Course content
This course deals with empires, the formation of modern states, waves of globalisation and global patterns of political organisation. It focuses on Europe, China and the Ottoman Empire in a global, comparative perspective. The course makes students familiar with the application of social science approaches to the historical discipline.

The first part of the course outlines the background of the emerging political world order. In the second part we turn to the era of intensified globalisation in the later nineteenth century, the period of imperialism, the period of decolonisation and their effects in the present. It deals with questions such as: 1. Why did the most powerful states and empires emerge in Eurasia and not in Africa or the Americas? What were the preconditions for successful state formation in Eurasia? 2. Why was it that European state formation was geared more towards the development of nation-states, in comparison to eastern Eurasia? Why, and how, did the Westphalian state system develop in Europe and not elsewhere? 3. How did political and economic developments interact within the different models of state formation? What was the impact of the financial revolution and of the industrial revolution on state formation? And how did this relate again to the emergence of state-formation-from-below and comparable democratic processes? 4. What was the impact of globalisation on state formation? 5. How did the emergence of nationalist notions interact with state formation, and what was the role of the colonies in the development of nationalist thoughts? How did empires deal with the nationalist and religious differences, in contrast

to the more monolithic models of the European nation-states? 6. How did nomadic modes of state formation interact with territorial states? How did territorial states relate to their border areas that were difficult to control? 7. How did patterns of colonial control influence the later independent governments?

The course will invite students to engage in critical discussions about worldwide social and economic transformation, the politics of space, nation-state ideology, the colonial encounter, and the (physical as well as discursive) formation of borders. Particular attention will be paid to the question how to operationalise the 'forces of the global' in historical research. Parallels will be drawn between the earlier waves of globalisation and the one of the later twentieth century (for example the continuous presence of transnational relations), but differences will also be stressed, and not least the increasing problems regarding the supposedly rock-solid connection between state power, sovereignty and territoriality. Despite ongoing globalisation, states remain extremely important and powerful actors, although their scope of action has changed drastically. Finally, the question may be asked, to what extent sub- and supranational modes of governing in the twenty-first century can be likened to those of empires.

Form of tuition
Seminar.

Type of assessment
Weekly assignments, final paper.

Course reading
To be announced.

Entry requirements
N/A.

Target group
Second year history students; students anthropology, politics and law.

Empirical Methods

Course code	X_401020 (401020)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. M.T. Joosten
Examinator	dr. M.T. Joosten
Teaching method(s)	Lecture, Seminar, Practical
Level	200

Course objective
After this course, the student should be:
- familiar with basic principles and techniques of statistics;
- able to apply these principles and techniques to data using the statistical package R;
- able to present results from statistical analyses in a clear, concise

way;
- able to interpret and critically evaluate these results.

Course content
- Summarising data;
- Basics of probability theory;
- Estimating means and fractions;
- Hypothesis testing for one- and two-sample problems;
- Correlation and linear regression;
- Contingency tables.

Form of tuition
Lectures (2x2hours), exercise classes (2 hours) and computer classes (2 hours).

Type of assessment
Assignments and exam.

Course reading
To be announced.

Target group
2CS, 2LI, 2IMM

English: Talk in Context

Course code	L_ETBACIW101 ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. L.M. Rupp
Examinator	dr. L.M. Rupp
Teaching staff	dr. A.A. Kaal, dr. L.M. Rupp
Teaching method(s)	Lecture, Seminar, Study Group, Education
Level	100

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

An important goal of the course is to make you aware of differences between spoken behavior of native speakers of English and your own so that you can see where misunderstandings may occur – in interactions with native speakers or with other non-native speakers of English coming from other language backgrounds - and act upon it.

Course content

The course addresses the theory and practice of spoken English. Specific topics include: International Phonetic Alphabet; speech organs; English vowels and consonants; phonemes, phones, allophones; phonetic transcription; syllable structure; word stress and sentence stress; the discourse circumstances of conversation; grammar in real-time construction; lexis and spoken discourse; elements and functions of prosody; spoken communication as multimodal.

Form of tuition
Lectures, practical exercises, presentations, class participation. Students will lead analyses of video data of different varieties of talk in English in various contexts. This will include taking part in and recording a conversation via skype with counterparts from a university abroad, arranged by the instructor, to learn more about their own and other accents in English as well as features of different varieties of English as a native or foreign language.

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

Course reading
Carr, P. 2012. English Phonetics and Phonology. Blackwell. Second edition.
Rupp, L. 2013. Uitspraakgids Engels voor professionals. VU Uitgeverij.
Other book chapters and articles made available.

Entry requirements
Academic Skills; Academic English

Target group
First-year students of Communication and Information Studies

Remarks
This course is obligatory in the first year. Attendance is compulsory. This course is a prerequisite for the second year courses Global English, Analysing tekst and talk, and Tekst production and translation.

Enterprise Systems

Course code	E_BK3_ES (61321060)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	prof. dr. B.J. van den Hooff
Examinator	prof. dr. B.J. van den Hooff
Teaching staff	prof. dr. B.J. van den Hooff
Teaching method(s)	Lecture
Level	300

Course objective
After completing this course, the student
- Has in-depth knowledge of the relevant developments in the area of Enterprise Systems, and of scientific literature addressing the

adoption, implementation, use and effects of Enterprise Systems in organizations;
- Is able to explain the possible impact and value of Enterprise Systems for organizations;
- Is able to analyze what changes occur when organizations decide to adopt and implement Enterprise Systems;
- Is able to explain these changes using models from both theory and practice;
- Is able to formulate concrete recommendations for the implementation of Enterprise Systems in an organization

Course content
This course focuses on the implementation, use and effects of Enterprise Systems in organizations. An Enterprise System (ES) is a packaged business software system that lets an organization automate and integrate the majority of its business processes, share common data and practices across the enterprise, and produce and access information in a real-time environment. Although the term Enterprise Systems has been equated with ERP (Enterprise Resource Planning), currently the term is commonly used to refer to all large organization-wide packaged applications, including ERP, Customer Relationship Management (CRM), Supply Chain Management (SCM), et cetera.

Because of their integrative and encompassing character, ES implementation often means that business processes must be redesigned, creates tensions with the existing structure and culture of the organization, and impacts the work of individual employees to a high degree. Enterprise Systems are crucial for the functioning of most of today's organizations – not only large ones, but also increasingly in SME's. Therefore, insight into the impact they have on these organizations is essential, and a central focus of this course. These systems are also developing rapidly. For instance, developments such as Service Oriented Architecture and Software as Service can fundamentally change the nature and impact of these systems. We also increasingly see these systems being coupled with mobile devices (tablets, smart phones) and social business tools (enterprise social media), making them more flexible and collaborative. These developments and their implications are discussed as well. All these developments are discussed in an integrated way, combining technological, organizational and user perspectives.

Form of tuition
In a series of lectures, the literature and practical cases are discussed. Guest speakers from 3 to 4 different organizations will give lectures about the ES-related issues they face in practice. Next to the lectures, students work on an implementation plan with practical recommendations for the implementation of a new or adapted ES within a fictional case organization.

Type of assessment
Written exam: 50%
Implementation plan (team work): 40%
Literature questions for each of the lectures: 10%

Course reading
A collection of papers which will be made available via Blackboard.

Enterprising Regions

Course code	S_ER ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Examinator	dr. M.J. Spierenburg
Teaching staff	dr. M.J. Spierenburg
Teaching method(s)	Lecture, Study Group
Level	300

Entry requirements
Participation in Introduction to Entrepreneurship (S_INTROE) is prerequisite.

Recommended background knowledge
Entrepreneurship Industry (S_EI) and Entrepreneurship and Networks (S_EN) are highly recommended.

Target group
Students of Minor Entrepreneurship, exchange students

Entrepreneuring in Amsterdam

Course code	S_EA ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. W.A.M. Borst
Examinator	dr. W.A.M. Borst
Teaching staff	dr. W.A.M. Borst, I. Borst
Teaching method(s)	Study Group, Lecture
Level	300

Form of tuition
Introductory lecture, , workgroups/ feedback sessions and fieldwork.

Entry requirements
Participation in Introduction Entrepreneurship (S_INTROE) is prerequisite.

Recommended background knowledge
Both the literature and several assignments of prior Minor courses will form the theoretical backbone for this course.

Target group
3rd year students

Entrepreneurship and Networks

Course code	S_EN ()

Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. ir. M.P.J. van der Gaag
Examinator	dr. ir. M.P.J. van der Gaag
Teaching staff	dr. ir. M.P.J. van der Gaag
Teaching method(s)	Lecture, Study Group
Level	300

Course reading

1. Birley, S. (1985) The role of networks in the entrepreneurial process. Journal of Business Venturing 1:107–117.
2. Borgatti, S., & Foster, P. (2003) The Network Paradigm in Organizational Research: A Review and Typology. Journal of Management, 29 (6) 991-1013.
3. Burt, R. (2000) The Network Entrepreneur, Entrepreneurship, The Social Science View. Edited by R. Swedberg p. 281-307.
4. Cross. R. & Thomas R. (2008) How Top Talent Uses Networks and Where Rising Stars Get Trapped. Organizational Dynamics 37(2) : 165-180.
5. Elfring, T. en Hulsink, W. (2003) Networks in entrepreneurship - the case of high technology firms. Small Business Economics 21: 409-422.
6. Gargiulo M, & Benassi M. (2000) Trapped in your own net? Network Cohesion, Structural Holes and the Adaptation of Social Capital. Organization Science 11(2)183-196.
7. Granovetter, M.(1973) The Strength of Weak Ties. American Journal of Sociology. 78:1360–1380.
8. Greve, A. (1995) 'Networks and Entrepreneurship – an Analysis of Social Relations, Occupational Background and Use of Contacts during the Establishment Process'. Scandinavian Journal of Management, 11(1)1–24.
9. Hoang, H.& Antoncic, B.(2003). Network-Based Research in Entrepreneurship: a Critical Review. Journal of Business Venturing, 18:165–187.
10. Hogan, B., Carrasco, J., & Wellman, B. (2007) Visualizing Personal Networks: Working with Participant-Aided Sociograms. Field Methods, 19 (2)116-144.
11. Larson, A. & Starr, J. (1993) A Network Model of Organization Formation. Entrepreneurship Theory & Practice. 17:6-15.
12. Uzzi, B., (1997) Social Structure and Competition in Interfirm Networks: the Paradox of Embeddedness. Administrative Science Quarterly. 42:5–47.

Entry requirements

Participation in Introduction in Entrepreneurship (S_INTROE)

Target group

3rd year students

Entrepreneurship Industry

Course code	S_EI ()
Period	Period 1
Credits	6.0
Language of tuition	English

Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. P.C. van der Sijde
Examinator	dr. P.C. van der Sijde
Teaching staff	dr. P.C. van der Sijde
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
During this course students will be challenged to think about the relationship between the topic of their “Major” (e.g. IT, Medicine, Law, Business Administration) and the domain of entrepreneurship and develop an understanding of how individuals trained in their disciplinary field can contribute to the development of a better entrepreneurial climate in a specific region or sector.

As such they learn:
- About the role and function of specific actors (“professionals”) in the entrepreneurship industry and how they se can stimulate and facilitate entrepreneurs and the development of an entrepreneurial climate.
- To interpret and analyze entrepreneurial activities from a social science perspective.
- To reflect on their own potential role in the entrepreneurship industry given their disciplinary background and knowledge.

And they develop:
- An interest in entrepreneurs and entrepreneurial behavior in a variety of contexts.
- A more entrepreneurial mindset.
- Intellectual integrity and self-reflexivity.

Course content
The focus in the course is on topics of entrepreneurship and innovation that professionals encounter in their day-to-day encounters with entrepreneurs, enterprises and entrepreneurship (e.g. business of science, commercialisation, (open) innnovation, intrapreneurship, policy issues).

Form of tuition
Lectures, workshops

Type of assessment
Term paper; practical assigments; active participation in workshops

Course reading
Series of article and cases, to be announced on BlackBoard.

Entry requirements
Participation in Introduction in Entrepreneurship (S_INTROE).

Target group
Students of the Minor Entrepreneurship, exchange students

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
Teaching method(s)	Lecture
Level	300

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? Is sustainable development, with its notions of environmental 'friendliness', really achievable? How can smallholder farmers in the developing world adapt to climate change? Can organic agriculture help feeding the world? Are biofuels the solution for our energy needs of tomorrow?

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 issues 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 especially within the agricultural (and off-farm) sectors. Various illustrated case studies provide the basis for teaching. Through this course students learn to recognise and analyse the current and potential impact of the major international environmental concerns; to appreciate the complexities of environmental issues related to development at a global level; and learn lessons from case studies drawn from over 20 developing countries.

Form of tuition
Lectures and tutorial

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

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

Various other texts will be announced at the start of the course.

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

Remarks
Some comments from former students:
"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"
"Many case studies, examples and pictures from own experiences presented by enthusiastic teachers"
"Thanks a lot for the course, I have learned a lot and will recommend it to others!"

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

Environmental Economics and Management

Course code	E_EBE3_EEM (60332100)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	prof. dr. C.A.A.M. Withagen
Examinator	prof. dr. C.A.A.M. Withagen
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
Environmental economics and management deals with the relationship between natural resources, environmental quality, sustainable development and environmental policy. Attention is given to economic as well as business and managerial aspects of environmental processes and problems.

Course content
Environmental economics and management studies environmental problems from an economic and managerial perspective. In particular it focuses on the structural relationship between the environment, nature, and the economic system. The environment constitutes the material basis of economic development, and thereby functions as a fundamental source of welfare. This function is jeopardized by pollution and overexploitation of renewable and non- renewable natural resources. Environmental policy aims at controlling these processes.
The objective of the course is to offer a balanced combination of theories, real world examples and appropriate methodology at different levels, ranging from the firm level to the world scale. The following subjects will be treated.

- Economic growth, sustainable development and the environment
- The theory of externalities and policy instruments
- National and international environmental policy in practice
- Natural resource economics
- Theory and applications of environmental valuation
- Cost- benefit analysis of environmental changes and projects
- Economic approaches to international environmental problem, including

acid rain and the greenhouse effect (climate change)
- Environmental management, including strategy, marketing, organisation, information systems, technology, environmental reporting and waste management

Form of tuition
lecture

- Classes 24 hours
- 18 hours lectures, 6 hours presentations by students (conditional on number of participants)
- Students have to select one article from a list of journal and give a 10 minutes presentation. Moreover, they write a summary of the article.

Course reading
- Reader based on Kahn, J.R. (2005), The Economic Approach to Environmental and Natural Resources. 3rd edition. Texas, USA: The Dryden Press, Forth Worth.
- Articles from journals.
- Powerpoint slides with lectures will be made downloadable through Blackboard.

Remarks
The course contains attractive applications of theories and methods taught in earlier general and business economics courses (microeconomics, growth theory, international economics, accounting, marketing, organisation and management).

The course is also suited for Aarde & Economie students and exchange students. Some overlap exists with Ruimtelijke Economie 1. 4. These who already did that course don't have to attend all classes and don't have to answer the exam questions on that part. Instead a special arrangement will be made for them.

Environmental Toxicology

Course code	AB_1020 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. ir. C.A.M. van Gestel
Examinator	dr. ir. C.A.M. van Gestel
Teaching staff	dr. ir. C.A.M. van Gestel, dr. ir. T.H.M. Hamers
Teaching method(s)	Study Group, Lecture, Computer lab, Practical
Level	300

Course objective
Become familiar with the basic principles of environmental toxicology, including aspects of exposure, toxicity and risk assessment of chemicals in the environment.
Final attainment levels: after this course, the student is capable of:
• Recognizing different chemical classes of toxic compounds;
• Naming different sources of toxic chemicals;
• Naming different properties determining the fate of toxic chemicals in

the environment;
• Listing different methods used for assessing the toxicity of individual chemicals and complex mixtures;
• Mentioning different methods for assessing samples of soil, water and tissues;
• Explaining different modes of action of toxic chemicals;
• Mentioning the main targets of chemicals in organisms;
• Distinguishing effects of toxic chemicals at different levels of biological organization;
• Applying (eco)toxicological knowledge in the risk assessment of environmental chemical

Course content
This course offers an introduction to the recognition, analysis and prediction of environmental and human health problems caused by potentially toxic chemicals. Emphasis lies on the relation between the mode of action of a chemical and its effects on individuals and populations. In this course, aspects from environmental chemistry and toxicology will be presented, while attention is also paid to aspects of ecology and risk assessment.
The theory presented includes the following aspects:
• History and aims of environmental toxicology;
• Overview of potentially hazardous chemicals;
• Distribution and mobility of chemicals in the environment;
• Bioavailability, uptake and elimination kinetics;
• Bioaccumulation, biotransformation and excretion;
• Dose-response relationships;
• Modes of action;
• Structure-activity relationships;
• Mixture toxicity;
• Development of resistance;
• Effects on populations and ecosystems;
• Methods of environmental diagnosis;
• Bioassays, biosensors and biomarkers;
• Models for predicting chemical concentrations and effects;
• Environmental and human risk assessment of chemicals;
• Risk limits for chemicals in environmental legislation.

Form of tuition
Lectures (± 30 hours); work groups (± 10 hours); self study (± 115 hours); exam (3 hours).

Type of assessment
Written exam

Course reading
Principles of Ecotoxicology, C.H. Walker, et al. CRC Press Taylor & Francis Group, Fourth Edition (2012, ISBN: 9781439862667), Costs approx. € 50.

Target group
Optional for 3rd year bachelor students in the minor programmes Evolutionary Biology and Ecology (Biology) and Environmental Health (Health and Life Sciences).
The course is open to students from other teaching programmes. Students from other programmes should contact the course coordinator and ask the examination committee of their own teaching programme for permission to attend the course.

Remarks
This minor course requires a minimum of 25 participants to take place

Ethics and Integrity of Governance

Course code	S_EIG ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Examinator	dr. K.M. Lasthuizen
Teaching staff	dr. K.M. Lasthuizen
Teaching method(s)	Lecture
Level	300

Course objective
The aim of the program is to familiarize the student with the conceptual framework on organizational ethics and integrity, and the state of the art of our knowledge on corruption, integrity violations and integrity management of public organizations in general and security organizations in particular. The student will be helped and stimulated to formulate own moral intuitions and opinions on these subjects. The course goals are as follows:
1. Students are able to name and explain the main concepts en theories on ethics and integrity of governance.
2. Students are able to apply the main concepts en theories on ethics and integrity of governance to ethical dilemmas in the form of concrete organizational cases and societal matters that concern security.
3. Students are able to reflect on the main concepts and theories of ethics and integrity of governance by formulating (theoretical and practical) shortcomings and by connecting the different concepts and theories to each other.
4. Students are able to recognize moral aspects of and formulate own moral opinions on concrete organizational cases and societal matters that concern security, in terms of the main concepts and theories of ethics and integrity of governance.

Course content
Usually when an organization is on the front-page, something went terribly wrong with its integrity. Think of Enron or the private security company Blackwater. Similarly, integrity is of vital importance in governmental policy and public sector organizations: public trust in the integrity of government is crucial for its legitimacy and effectiveness. This is ever more true when it concerns security. Because of their monopoly on the use of force, we expect security organizations, either public or private ones, to act with integrity. The organization and execution of security is faced with increasing demands to adhere to moral principles and to account for missteps or downright scandals. The former limited focus on 'corruption' and what is morally wrong is changing in the direction of integrity, ethics and what is morally good. The ‘Ethics and Integrity of Governance’ course will discuss conceptual and theoretical developments in public sector management of ethics and security, paying particular attention to security organizations, such as the police and the military. We will concentrate on understanding the

role and meaning of integrity in these organizations, as well as on integrity strategies and institutions (integrity management) and their effects on integrity. In the lectures, we will actively discuss practical cases and 'current affairs'.

Form of tuition
written exam, (in-class) assignments

Target group
Students of the minor in International Security

Ethnographic Monographs

Course code	S_ETHMO ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. R. Woets
Examinator	dr. R. Woets
Teaching staff	dr. R. Woets, dr. M.F. de Waardt MA
Teaching method(s)	Study Group, Lecture
Level	300

Course objective
Students will gain knowledge of ethnographic monographs within their historical and theoretical context. They will be able to critically assess ethnographic monographs and recognize the importance of the authors' backgrounds and contexts of the publications. Students will also improve their academic skills in writing and linking different academic texts.

Course content
This course offers students the opportunity to read and analyse ethnographies of more or less famous anthropologists; a classical and a contemporary one. Tools for analysis and comprehension will be provided. Students submit a written review of one classical and one contemporary monograph, which include a paraphrase (critical summary) of the book and an analysis of the theoretical and methodological choices made by the author. Students will also be required to peer review a fellow student's work.

Form of tuition
Some lectures, seminars and tutorial

Type of assessment
Two book reviews (80%) and one peer review (10%), attendance and participation (10%). In order to pass the course all assignments must be of a passing grade.

Course reading
Gay y Blasco, P., & Wardle, H. (2007) How to Read Ethnography. London/New York: Routledge.
A classical monograph (before 1970) and a contemporary monograph (after 1970).

Some additional articles, in relation to the books selected.

Target group
Obligatory course for students in the 2nd year of BSc CAO; optional course for students in the Exchange Programme.

Remarks
Basic knowledge of the social sciences is required. A background in cultural and social anthropology would be beneficial.

EU Governance in an International Context

Course code	S_EUGIC ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. J.R. Hulst
Examinator	dr. J.R. Hulst
Teaching staff	prof. dr. W.M. Wagner, dr. J.R. Hulst
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. the WTO, climate negotiations).

EU Internal Market Law

Course code	R_EUIML ()
Period	Period 1

Credits	6.0
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, C. Kaupa
Teaching method(s)	Lecture
Level	400

Course objective
This course focusses on a critical analysis of the free movement case law of the European Court of Justice. The emphasis is on understanding 1.how this relates to the written law of the Treaties, and to national law and institutions, 2. How it has developed over time, and the internal logic of that development, 3. what the social, legal and economic consequences of that case law have been, 4. which theories and ideas have been used to criticise and understand it, and whether these provide an adequate explanation, and 5. how the law can/should develop in the light of the current situation in the EU. These goals are primarily achieved by reading the judgments themselves, and a certain amount of academic literature, and discussing them in the light of the points above. This contributes in particular to the goals selected from the lists above.

Course content
The EU law providing for the free movemement of goods, persons, services, companies and capital between the Member States of the EU. This includes the law relating to EU citizens and their family members.

Type of assessment
Written exam

Course reading
Chalmers, Davies and Monti, EU Law, (CUP, 3rd edn, 2014)

Remarks
IBL
Degree programme objectives International Business Law

The Master’s graduate has thorough knowledge and understanding of the main areas of international business law.

The Master’s graduate understands the relationships between the main areas of international business law and recognizes which legal issues are involved and how these influence each other.

The Master’s graduate knows who the actors of the international business law environment are and how they interact with each other, while acknowledging legal and cultural differences. The Master’s graduate understands the role of governments and the horizontal economic relationships between them, the vertical relationship between them and private business and, finally, the horizontal relationships between private companies. Consequently, the graduate discerns the legal position of various parties and understands how the conduct of these parties can influence legal positions.

The Master’s graduate possesses analytical skills to apply acquired knowledge and insights to concrete problems in the area of IBL.

The Master’s graduate ‘translates’ practical problems into legally manageable problems.

The Master’s graduate shows evidence of an independent, critical attitude with regard to existing theories and knowledge.

The Master’s graduate should be able to analyse complex issues in relation to international business and make useful legal recommendations. A Master’s graduate can formulate an independent and well-substantiated opinion on complex legal issues and take a substantiated position within the existing debates on various international business law topics.

The Master’s graduate has a self-critical attitude that enables them to independently acquire new knowledge and to improve their analytical, research and communicative skills.

RECHTSGELEERHDEID
The following course objectives are only available in Dutch:

Eindtermen master Rechtsgeleerdheid

De afgestudeerde master beschikt over een academisch werk- en denkniveau;

heeft diepgaande en specialistische kennis van en inzicht in minimaal één deelgebied van het recht

heeft inzicht in de samenhang tussen verschillende onderdelen van het recht, met inbegrip van het nationale en internationale recht

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

Analytische vaardigheden:

de juridische en maatschappelijke aspecten van een vraagstuk in hun onderlinge samenhang beoordelen en daarover kritisch nadenken/oordelen

zich inzicht verschaffen in de problemen die zich bij rechtsvorming op het gekozen deelgebied voordoen en een bijdrage leveren aan oplossing daarvan

Probleemoplossende vaardigheden:

complexe casus diepgaand analyseren en interpreteren en zelfstandig juridische oplossingen aandragen

complexe juridische problemen onderkennen, analyseren en oplossen

Onderzoeks- en presentatievaardigheden:

met argumenten onderbouwde mening formuleren over een complex juridisch probleem of een nieuwe ontwikkeling

actief deelnemen aan een wetenschappelijk debat op het deelgebied dat

het masterprogramma beslaat

European Business Law

Course code	E_IBA2_EULAW (61622020)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	mr. N.A. Jansen MBA
Examinator	mr. N.A. Jansen MBA
Teaching staff	mr. N.A. Jansen MBA
Teaching method(s)	Lecture
Level	200

Course objective
Create awareness of the miscellaneous functions of (self-regulation) for commercial organisations specifically for supranational and international strategy development and implementation.

Course content
Identification and analysis of the regulation related environmental factors on markets and clusters of markets (regional trade agreements). Apply the principles of property and contract law of the three main legal traditions to create value and manage risks and reputation. Understand how the ‘make or buy’ decision forms the basis for a company’s legal function. Awareness of the opportunities to manage internal and external legal services providers.

Form of tuition
Lectures

Type of assessment
Multiple-choice exam

Course reading
Law and Self- Regulation. Legal and Business Perspectives.
N.A. Jansen, Legalmarketing.nl, 2015 (1), ISBN 9789086596119.
Available in VU Bookshop [€ 45,--] or online via the
book’s website http://www.lawandselfregulation.com

Entry requirements
None

Recommended background knowledge
Basic knowledge of management, strategic management, and marketing.

Remarks
Lecture slides and additional literature will be made available on BB.

European Constitutional Law

Course code	R_Eur.consti (201519)
Period	Period 2

Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	C. Kaupa
Examinator	C. Kaupa
Teaching staff	dr. G.N. Cornelisse
Teaching method(s)	Reading
Level	400

Course objective
The course provides an introduction to European constitutional law as well as an advanced analysis of central problems of European law. By the end of the course, students will be able to analyze and discuss European law on a highly advanced level.

Course content
Issues covered range from the constitutional principles of European law and procedural aspects of European law to questions relating to Union citizenship and to fundamental rights.

Type of assessment
Written exam, presentation and assignment

Course reading
To be announced on Blackboard.

Registration procedure
Students who wish to follow this course, should register for the course European Law Seminars.

Remarks
The following course objectives are only available in Dutch:

Eindtermen master Rechtsgeleerdheid

De afgestudeerde master beschikt over een academisch werk- en denkniveau;

heeft diepgaande en specialistische kennis van en inzicht in minimaal één deelgebied van het recht

heeft inzicht in de samenhang tussen verschillende onderdelen van het recht, met inbegrip van het nationale en internationale recht

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

Analytische vaardigheden:

de juridische en maatschappelijke aspecten van een vraagstuk in hun onderlinge samenhang beoordelen en daarover kritisch nadenken/oordelen

zich inzicht verschaffen in de problemen die zich bij rechtsvorming op het gekozen deelgebied voordoen en een bijdrage leveren aan oplossing daarvan

een probleem vanuit verschillende deelgebieden op een integratieve manier benaderen

literatuur en juridische bronnen diepgaand analyseren en interpreteren en kritisch beschouwen (waar relevant ook in de Engelse taal, waar relevant ook op nieuwe rechtsgebieden)

rechtsregels afleiden uit concrete gevallen (inductie)

Probleemoplossende vaardigheden:

complexe casus diepgaand analyseren en interpreteren en zelfstandig juridische oplossingen aandragen

complexe juridische problemen onderkennen, analyseren en oplossen

Onderzoeks- en presentatievaardigheden:

schriftelijk presenteren van een wetenschappelijk juridisch betoog

schriftelijk verslag doen van een rechtswetenschappelijk onderzoek

actief deelnemen aan een wetenschappelijk debat op het deelgebied dat het masterprogramma beslaat

European Distribution and Supply Chain Logistics

Course code	E_BK3_EDSCL (60331030)
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. W. Ploos van Amstel
Teaching method(s)	Lecture
Level	300

Course objective
More and more suppliers, customers, logistics third party providers and government collaborate on a European level to meet future omnichannel customer requirements. Big changes are seen in the way multinational companies manage transport, warehousing, inventories and customer service on a European, and even global, level.

This module provides an extensive introduction to the fundamentals of supply chain management, with a strong emphasis on global supply chains. Key concepts in managing the complete flow of material in a supply chain are introduced. Fundamental relationships among the activities that occur in the supply chain of an organization from suppliers to customers are explained. This course is the introduction to the full program. Basics will be explained using case studies from different industries. In the next courses of the program each individual concept will be dealt with in more theoretical and practical details. Also relevant themes for further scientific research will be presented.

- Understand the trends in international supply chains?

- Present and integrated approach
- Being able to analyze the supply chain?
- Understand how to manage the supply chain?
- Prepare cost/benefit analysis for changes in the supply chain
- Map ICT requirements for supply chain planning and control.

Course content
Distribution and Supply Chain Management:
- Trends in European Distribution
- Trends in Supply Chain Management
- Fundamentals of supply chain management

European Distribution Logistics:
- Integrated Concept European Distribution Logistics
- Distribution Logistics and Product Characteristics

Subsystems of European Distribution Logistics:
- European Transport Network
- European Warehousing and Site Selection
- Inventory Management and DRP
- Cost Management
- Economic Trade Off Decisions
- Pipeline Management
- Contract logistics
- European Distribution Strategy Development Approach
- ICT in European Distribution Logistics
- Authorized Economic Operator

Demand and Supply Chain Management:
- Integrated Concept DSCM
- E- business and E-Logistics
- Efficient Replenishment Upstream
- Advanced Planning and Scheduling
- Supply Chain Control and Realization

Form of tuition
Lectures
Case presentation

Type of assessment
A written exam

Course reading
- Relevant chapters from:
European Distribution and Supply Chain Logistics (EDSCL)
A.R. van Goor, W. Ploos van Amstel, M.J. Ploos van Amstel
(the relevant chapters from this book will be available as a pdf for our students)
- On BB relevant scientific publications will be presented.

Remarks
For Business Administration students planning on following TSCM this module is very relevant.

European Integration and Networks

Course code	E_IBA3_EUIN (60312040)
Period	Period 1+2, Period 4+5

Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	prof. dr. P. Nijkamp
Examinator	prof. dr. P. Nijkamp
Teaching method(s)	Lecture
Level	300

Course objective
To offer a comprehensive course on strategic socio-economic and spatial driving forces of European cooperation including trade and network developments, ranging from transport to knowledge and communications networks, in the light of emerging European integration policies.

Course content
The course is concentrated in 4 months (September to December; about 26 llecture hours: 18 lectures of 2 hours,). The course is evaluated by a take home exam and by writing a small essay. The following topics will inter alia be covered:

- European integration and European networks
- Missing links and missing networks in Europe
- Borders and barriers
- Spatial development and subsidiarity
- Telecommunication networks in Europe
- The European knowledge network
- Externalities, deregulation and financing of European infrastructure

Form of tuition
Interactive pedagogical cause

Type of assessment
Writing of a small essay
Take home exam

Course reading
Practical course for several disciplines (economics, business administration, environmental science, political science, law, and social sciences in general). Using lecture notes, PPP's and recommend literature.

Entry requirements
Basic knowledge of economics.

Remarks
Please enroll for this course on VUnet and send an e-mail to p.nijkamp@vu.nl. All
communication goes directly via Peter Nijkamp his own emailaddress (p.nijkamp@vu.nl).

Evolutionary Genetics

Course code	AB_1022 ()
Period	Period 3
Credits	6.0

Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. J.M. Kooter
Examinator	dr. J.M. Kooter
Teaching staff	dr. J.M. Kooter, dr. H. Schat, dr. ir. T.F.M. Roelofs
Teaching method(s)	Lecture, Seminar, Computer lab
Level	300

Course objective
Course objectives:
At the end of the course, the student
• is able to describe and explain the dynamic nature of genomes and the underlying molecular mechanisms in relation to molecular evolution
• can describe the regular mechanisms of transcriptional and post-transcriptional gene regulation and how genetic variation can affect these processes in relation to new traits and adaptation
• is able to describe how natural selection, genetic drift, mutation, and migration influence the genetic structure of populations and speciation
• is able to explain the basic concepts of population genetics and apply those mathematically
• can interpret and determine phylogenetic relationships and is able to use computer programs for the construction of phylogenetic trees
• is able to describe current hypotheses of 'the origin of life' and discuss the evidence

Course content
To achieve the course objectives, the following topics will be discussed:
• Causes and mechanisms of genetic variation at nucleotide, gene, and chromosomal level
• Genome evolution in pro- and eukaryotes
• Evolution of chloroplasts and mitochondria
• Horizontal DNA transfer
• Evolutionary consequences of genome evolution and sex
• Causes of Speciation
• Molecular evolution of viral and bacterial pathogens
• Origin of life models
• The use of bioinformatics and comparative genomics
• Population genetics: allele frequencies in relation to selection and genetic drift
• Use of genetic variation to examine stochastic and deterministic processes
• Application of simple mathematical rules to examine the behavior of alleles of one and two loci in ideal populations, and for genes with a quantitative effect.
• Reconstruction of phylogenetic trees using DNA sequences and cladistic computer programs
• Phylogeography
• Evolution - Development (Evo-Devo)

Form of tuition
• Lectures and literature discussions by students (ca 50 hr)
• Working groups (ca 12 hr, mandatory)
• Literature presentation (ca 14 hr, mandatory)
• Computer practical (ca 8 hr, mandatory)

• Self study (ca 85 hr)

Type of assessment
- Written exam; 80% of final grade
- Literature presentation on Evolution-related subject; 20% of final grade

To pass, grades for both assessments should be 5,5

Course reading
• Book: 'Evolutionary Analysis', Scott Freeman and Jon C. Herron, Fourth Edition, 2007, Pearson, Prentice Hall
• Research and overview articles of Evolutionary Genetics subjects that are not thoroughly discussed in the book. These will be provided via the Blackboard site of the course.

Entry requirements
Genetics, molecular genetics, and developmental biology

Recommended background knowledge
Basic genetics and molecular biology

Target group
Students of the Minor ‘Evolutionary Biology and Ecology’, and other third-year BSc students Biology and Biomedical Sciences.

Registration procedure
Enrollment through studentportal:Vunet.vu.nl

Remarks
This minor course requires a minimum of 20 participants to take place.

Evolutionary Psychology

Course code	P_BEVOLPS ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	L. van der Meij
Examinator	L. van der Meij
Teaching staff	L. van der Meij
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 teaches students how to explain behavior from an Evolutionary perspective. Students will show this competence by writing a research proposal on the topic of their choosing. With their research proposal students should try to add something new to the existing scientific literature. Students will be assigned to a workgroup of three members in the first lecture. The workgroup will serve as a soundboard for their own ideas. At the end of the course students should be able to do the following:

- Describe the most important theories and concepts used in the field of Evolutionary Psychology.
- Create a testable evolutionary psychological hypothesis.
- Design a scientific study to test their hypothesis.
- Write a well structured research proposal that includes scientific argumentation.
- Interpret and compare results from scientific articles.

Form of tuition
- lectures
- workgroup meetings
- feedback from teacher on hypothesis and manuscript

Type of assessment
Your grade will be based on a concise research proposal about a topic in Evolutionary Psychology. You are free to choose any topic you wish as long as it is related to Evolutionary Psychology. The research proposal has to be written as the introduction and methods of a scientific article. Students should follow APA style throughout (see Publication Manual of the American Psychological Association). The entire paper should be written in English.

Course reading
- Buss, D. M. (2011). Evolutionary Psychology: The New Science of the Mind. US: Pearson Education.
- A minimum of eight scientific articles selected by the student.

Exhibition Machines

Course code	L_AABAMKD201 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. K. Kwastek
Examinator	prof. dr. K. Kwastek
Teaching staff	drs. R.W.A. Bionda, prof. dr. S. Legene, prof. dr. K. Kwastek
Teaching method(s)	Lecture, Seminar, Excursion
Level	200

Course objective
Familiarize yourself with the concept of 'exhibition', both historically, theoretically, and practically. Understand the networked character of the art system and cultural sector, its various actors, objectives, and processes of mediation, and its historic development, as related to diverse forms of exhibits (visual arts, architecture, historical objects, design, film) and exhibitions (museum exhibition, festival, biennial, expo). Get to know international landmark exhibitions as well as exemplary Dutch institutions.
Practice your skills in synthesizing information from various sources (lectures, texts, group discussions), critically reviewing and discussing it and presenting your results orally and assisted by means of diverse media.

Course content
The history and practice of exhibiting art and culture from curiosity cabinet via museum and world expo to contemporary exhibitions, festivals, and biennials. The exhibition as a means of mediating culture and politics, educating society, establishing cultural and national canons and narratives, promoting artists and artifacts, and as curatorial statement. Artistic reflections on exhibition in the context of institutional critique.

Form of tuition
Lecture, seminar, excursion.

Type of assessment
Oral presentations, written assignment, and written examen.

Course reading
Will be published on blackboard.

Target group
2nd year bachelor MKDA; history students, exchange students.

Remarks
This course is obligatory for all MKDA students in the second year. Attendance is compulsory (in principle, missing two meetings means expulsion from the course). This course is a prerequisite for the third year courses MKDA.

Experimental Cell Biology I

Course code	AB_1047 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. D. Bald
Examinator	dr. D. Bald
Teaching staff	dr. J.M. Kooter, dr. R.J.M. van Spanning, dr. D. Bald, dr. J.P. van Ulsen, prof. dr. B. Teusink
Teaching method(s)	Practical, Study Group, Lecture
Level	300

Course objective
The student has insight in biological processes fundamental in living cells. The student has an overview of techniques used in Cell Biology. The student can work with scientific literature.

Course content
We start with a brief repetition of basic Cell Biology and then go ahead with in-depth discussion of modern Cell Biology, with a particular focus on current and emerging experimental techniques. In Research Lectures, current topcis in Cell Biology will be discussed.

Topics:
• General cell organization and function, protein, DNA and RNA function, cell cycle and (programmed) cell death
• Transcription factors, gene expression, and epigenetics
• Protein modification, sorting, and membrane transport
• Receptors and signal transduction
• Basic techniques in Cell Biology (PCR, Electrophoresis, ELISA,
• Current models organisms in Cell Biology (e.g. E. coli, yeast, C. elegans, drosophila, zebra fish, mammalian models)
• Visualization techniques in Cell Biology
Each student will also work on a literature assignment.

Form of tuition
Lectures (26h), work discussions and journal clubs (6h) self-study in groups to repeat lecture material and for literature assignment.

Type of assessment
Written exam (60 %), literature assignment (40%)

Course reading
No book mandatory. Useful books are:
Alberts et al. Molecular Biology of the Cell (more extensive, recommended for Biomolecular track) or
Alberts et al. Essential Cell Biology (more concise, recommended for Neurobiology track).
We will also work with scientific literature. Examples: Kuhn Biol. Chem. 2009, Bald & Koul FEMS Microbiol. Lett. 2010, Galperin et al. Nucl. Acid Res. 2011.

Recommended background knowledge
Basic (first and second year level) courses in Cell Biology

Remarks
Compulsory portal course Minor Biomolecular Sciences and Neurosciences.
This minor course requires a minimum of 25 participants to take place.

Experimental Cell Biology II

Course code	AB_1048 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. D. Bald

Examinator	dr. D. Bald
Teaching staff	dr. K.W. Li, dr. ir. A.H. de Boer, prof. dr. ir. E.J.G. Peterman, dr. D. Bald, dr. J.P. van Ulsen, prof. dr. B. Teusink, prof. dr. R. Kort
Teaching method(s)	Study Group, Lecture
Level	300

Course objective
The student has an overview of advanced techniques in Cell Biology. The student is acquainted with current open questions and on-going developments in Cell Biology.
The student can use the gained knowledge in Cell Biology for the design of a research proposal.

Course content
In-depth discussion of modern Cell Biology, with a particular focus on current and emerging experimental techniques. In Research Lectures, current state-of-the-art topics in Cell Biology will be discussed.

Lecture topics include advanced -omic approaches, such as genomics, proteomics, metabolomics and interactomics.
Research lectures on
• Protein (GFP) labeling and visualization techniques
• (Confocal) Microscopy and Live Cell Imaging
• Proteomics and mass spectrometry
• Micro-arrays and quantitative PCR
• Knock-out and RNAi techniques
• Interactomics techniques
The student will work out and submit a research proposal on a chosen topic in Cell Biology (group work).

Form of tuition
Lectures (28 h), work discussions and journal clubs (6h) self-study in groups to repeat lecture material and for research proposal.

Type of assessment
Written exam (60 %), research proposal (40%)

Course reading
No book mandatory. Useful books are:
Alberts et al. Molecular Biology of the Cell (more extensive, recommended for Biomolecular track)
Alberts et al. Essential Cell Biology (more concise, recommended for Neurobiology track).
For the research proposal you will also work with scientific literature relevant for the chosen topic (search/discuss in small groups).

Recommended background knowledge
Basic (first and second year level) courses in Cell Biology, participation in Experimental Cell Biology I.

Remarks
Compulsory portal course of the minor Biomolecular Sciences and Neurosciences.
This minor course requires a minimum of 25 participants to take place.

Guestlectures:

Dr. J. van Buul (Sanquin), Dr. F. van Leeuwen (NKI)

Experimental Immunology

Course code	AB_1055 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Teaching staff	K. Brouwer, dr. ing. S.J. van Vliet
Teaching method(s)	Practical, Lecture, Other
Level	300

Course objective
This course will further extend the basic immunological knowledge obtained in the bachelor courses ‘Bedreiging en Afweer’ or ‘Immunologie’ and will prepare the students for immunology internships and the master specialization Immunology.
The aim of the course is to:
• Acquire practical experience in immunological techniques
• Acquire theoretical knowledge about immunological techniques and model systems, how to address immunological questions and how to interpret experimental results.
• Advance immunological knowledge about many aspects of the innate and adaptive immune system
• Learn to communicate findings by giving an oral seminar

Course content
Lectures, experimental training (practica) and presentations
• Lectures which will address immunological techniques and current immunological research models (17 hours).
• Experimental training to gain ‘hands-on’ experience with immunological techniques (33 hours).
• Students will have to give an oral presentation on a immunological subject (3 hours plus preparation).
• Self study

Form of tuition
Immunology lectures and experimental training. Attendance of experimental training and presentations is compulsory. Attendance of lectures is highly recommended.

Type of assessment
Written exam with open questions (90%), experimental training (pass), oral presentation of assignment (10%).

Course reading
Parham: The Immune System, 3rd edition.

Additional literature and experimental protocols will be supplied by blackboard two weeks before the start of the course.

Entry requirements
Hepatitis B vaccination is required.
Link:

http://www.falw.vu.nl/nl/studenten/regelingen/vaccinaties/index.asp
Since the vaccination procedure takes approximately 8 months the vaccination has to be started in
February before the start of the course.

Since this is an advanced immunology course, students should have passed the bachelor course 'Bedreiging en Afweer'(Biomedical Sciences) or 'Immunologie'(Gezondheid en Leven).

Recommended background knowledge
Parham: The Immune System, Chapters 1-10.

Target group
3rd year Bachelor students Biomedical Sciences that have passed the course ‘Bedreiging en Afweer’ and 3rd year Bachelor students Gezondheid en Leven that have passed the course ‘Immunologie’ and have chosen the biomedical variant.

Remarks
Maximum number participants: 80

Fiction and Film

Course code	L_ELBALES205 ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
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)	Lecture, Seminar, Practical
Level	200

Course objective
Students become knowledgeable about: (1) Shakespeare, his work, and his times; (2) various theoretical issues regarding film adaptations; (3) critical theory on the cultural construction of idenity.
Students learn how to: (1) compare and contrast a Shakespeare play to its film adaptation; (2) read critical theory; (3) write an argumentative essay.

Course content
The central artifacts under discussion are William Shakespeare's Romeo and Juliet and its various film adaptations. Students are introduced to a number of theoretical issues that arise when studying Shakespeare adaptations ("original" source text, authorship, intertextuality). In addition, they get acquainted with various interpretative approaches to plays and films that focus on the cultural construction of identity (gender, race/ethnicity, age, sexuality).

Form of tuition
Two seminar meetings per week; one film screening per week.

Type of assessment
Final essay.

Course reading
Acquire a copy of William Shakespeare's play-text for Romeo and Juliet (1597). All other reading materials will be made available at the VU library. Film screenings will be organized.

Entry requirements
None, but students must be proficient in reading and writing academic English. See also: Remarks.

Target group
Second year students of the BA program Literature and Society; BA students from other programs in the Faculty of Humanities; exchange students with experience in literature and/or film courses.

Remarks
- You cannot take both this course and the 300-level course Shakespeare Adaptations.
- The level of English in this course is high. You have to be able to read Shakespeare's plays and poetry, plus a number of challenging theoretical texts.
- Attendance is compulsory.

Film and Media History

Course code	L_AABAMKD202 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. I.L. Blom
Examinator	dr. I.L. Blom
Teaching staff	dr. I.L. Blom, dr. J.I.L. Veugen, prof. dr. A.P. Hogenkamp
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
To acquire knowledge on the history of audiovisual media, in particular of cinema in its cultural historical context through lectures, articles and viewings.
To be able to critically reflect on this history, on an academic level, in the forms of small assignments and a written exam. By excursions contacts with the professional field will be established. The course has an international character, as it is regularly followed by exchange students. The course will also involve exercises regarding research, as build up to the bachelor thesis in year 3.

Course content
Film will be the central focus. The literature focuses on American and West- European cinema, but the lectures will contain extra information on precinema, cinema in the Netherlands and conventional vs. New Film History. Cinema developed in its first decades from a vaudeville-like program of attractions to a story-telling, narrative medium; from an

invention to a popular mass medium, an industry and an art form. Technological, economical, social and aesthetical factors played important parts. For instance: 1) the introduction of the feature film, sound and widescreen; 2) the growth and expansion of cinema's infrastructure such as cinema exhibition and film distribution; 3) the rise of serious film criticism and the changes in the audiences; 4) the role of stardom and the language of performance; and 5) the interchange with such arts as literature, fine arts and theater, but also with television and new media. Therefore, attention will also be paid to the idea of an integral or comparative media history. All lectures will be followed by related viewings of features or groups of shorts.

Form of tuition
Lectures (2 hrs p/w); viewing (2 hrs p/w); series of guest lectures, excursions and workshop meetings (2 hrs p/w).

Type of assessment
Small assignments and written exam. Lectures, viewings and literature are all part of the materials to be studied for the exam; literature study is not enough. Attendance and correct & timely handing in of the assignments are mandatory. Not handing in assignments may result in expelling of the exam.

Course reading
Kristin Thompson, David Bordwell, Film History: An Introduction (New York etc.: McGraw-Hill, 2010, third edition, international edition), some additional articles on Dutch cinema.

Entry requirements
MKDA students must have completed the 1st year MKDA course Media (L_ZABAMKD101). Exchange students should have a good command of the English language.

Target group
2nd year students MKDA, track Media; premaster students CAMS; exchange students; MKDA students from other tracks (Art, Architecture, Design) or other students from the Faculty of Arts may select this course as elective, provided they passed their first year.

Remarks
This course is obligatory for all 2nd year MKDA students who chose to specialise in Media. Attendance is compulsory (in principle, missing two meetings means expulsion from the course). This course is a prerequisite for the Filmanalyse en -theorie course, as well as for the third year Media-track seminar.

Finance, Banking and Insurance

Course code	E_BK3_FBI (61322410)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. G. Tumer Alkan
Examinator	dr. G. Tumer Alkan
Teaching staff	dr. G. Tumer Alkan

Teaching method(s)	Lecture
Level	300

Course objective
The course is intended to provide an introduction to the fundamentals of financial markets, principles of the financial theory, traditional and modern financial assets, financial intermediaries and the ways of their functioning in the modern financial markets. The course objectives are listed below in detail:
- Understand how financial instruments are valued.
- Analyze how and why specific policies are pursued by central banks.
- Explain the need for financial intermediaries and analyze general principles of bank management and the need for regulation.

Course content
During the course, we will mainly discuss the structure of financial markets, valuation of financial assets and fundamental principles of portfolio theory, review some major banking studies, overview the regulation of banking systems and understand basic risk management techniques.
Topics:
- Interest Rates
- Financial Markets
- Portfolio Theory
- Structure of Central banks
- Role of Financial Intermediaries
- Banking Regulation and Management

Form of tuition
lecture

Type of assessment
written interim examination plus assignments

Course reading
Frederic S. Mishkin & Stanley G. Eakins, Financial Markets and Institutions. 7th edition (Pearson International edition) and selected articles.

Remarks
The course is taught in English.

Financial Econometrics

Course code	E_EOR3_FINTR (64331000)
Period	Period 5
Credits	3.0
Language of tuition	Dutch
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. C.S. Bos
Examinator	dr. C.S. Bos
Teaching staff	dr. C.S. Bos
Teaching method(s)	Lecture
Level	300

Course objective
- To obtain insight into econometric methods and techniques for studying financial markets, both at theoretical and practical level
- To be able to explore independently the scientific literature in this field
- To research individually some of the topics that are covered, to put the theory to practice. This includes reporting on the findings.

Course content
This optional course for econometrics covers econometric methods and techniques that are used commonly for the study of financial markets. Specifically, topics like the theory behind modelling of volatility of prices, the analysis of high-frequency data at micro-level, and the modelling of Value-at-Risk and extreme events will be covered.

Form of tuition
Lectures, activating exercise classes

Type of assessment
Written exam (75%) and individual assignments (25%)

Course reading
- Tsay, R., Analysis of Financial Time Series. New York: J. Wiley & Sons, 2010.
- Heij, C. et al., Econometric Methods with Applications in Business and Economics. Oxford: Oxford University Press, 2004.

Entry requirements
Thorough knowledge of econometrics

Financial Management

Course code	E_IBA2_FM (61622030)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. V.L. van Kervel
Examinator	dr. V.L. van Kervel
Teaching staff	dr. F. Hamelink
Teaching method(s)	Lecture, Instruction course
Level	200

Course objective
The purpose of Financial Management is to provide an understanding of key concepts in finance (not yet discussed in Financial Management 1. 5 / Finance & Financial Arithmetic in year 1) and to learn how to use these financial tools in practice.

Course content
- Pricing of Risk
- Capital Markets and Valuation
- Portfolio Theory

- Capital Asset Pricing Model
- Financial Options
- Option valuation
- Financial Risk Management
- International Finance

Form of tuition
lecture, tutorial

Type of assessment
written interim examination
80 percent (min. grade: 5, 0)
cases / tutorials:
20 percent (average of score on quizzes on MyFinanceLab and tests during case lectures)

Course reading
Berk & DeMarzo. Corporate Finance. 1st (or 2nd) edition. Pearson / Addison Wesley.

This book has an elaborate digital support service (MyFinanceLab) and is therefore used in all Bachelor Finance courses: Fin.1. 5 (ECO), Fin. Mgt.1. 5 (BK), Fin.2. 2 (ECO), Fin. Mgt.2. 2 (BK/IBA), Fin 2. 5 (ECO), Fin. Mod.2. 2 (ECO), Corp. Fin.3. 2 (ECO), Corp. Fin. Mgt.3. 4 (BK). Students must buy the book NEW to obtain entry to MyFinanceLab (the book can then be used for all bachelor years).

Food for Thought

Course code	AB_1036 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. W. Kroeze
Examinator	dr. W. Kroeze
Teaching staff	prof. dr. ir. J.C. Seidell, prof. dr. I.H.M. Steenhuis, prof. dr. ir. I.A. Brouwer, I. Veldman MSc
Teaching method(s)	Study Group, Lecture
Level	300

Course objective
After this course, students will be able to:
• Recall and describe the important characteristics of sensory, socio-cultural environment, policy environment and sustainability and their relationship with food choice
• Conduct and report a small-scale research project to investigate the relationship between a certain factor and food choice
• Critically reflect upon factors that influence food choice and the complexity of food choice and research towards food choice

Course content
The course focuses on determinants of food choice. Although healthy eating is in fact quite simple, the current society makes the right food choices very difficult for people. The overwhelming amount of

information about nutrition which reaches people through various media, the web and on food packages seems to confuse people rather than to educate them. Therefore there is a need for a greater understanding of the determinants that affect food choice. The main determinant is of course hunger, but many other drivers play a major role. In this course we will discuss determinants such as sensory aspects of food (taste); price strategies, portion size, social-cultural aspects and sustainability and policy. In addition, students will design and perform their own small-scale research project on determinants of food consumption.

Form of tuition
This course is rewarded with 6 ECTs and runs from November 24 until December 19 2014. Contact hours are filled in as follows: lectures, a film,
work group meetings/consultation seminars, personal feedback by email on research protocol, answers to questions via the discussion forum and a poster presentation. In addition, self study and team work are important components of this course. You have to study the literature extensively and conduct and report on a small-scale research project in small groups.

Food for thought is a full-time course, this means that ~40 hours a week (9.00 – 17.30) are necessary to pursuit the goals of this course. Regular attendance during the weeks is mandatory.

Type of assessment
This course will be graded as follows:
• A multiple choice examination on all lectures AND literature. (is 50% of final grade)

• The other 50% of the final grading for this course is based on the assessment of the research project and consists of several sub gradings:
o Grading research protocol = 10%
o Grading poster + handout = 20%
o Grading short scientific report = 20%
o Grading individual contribution will be used to decide upon final grading assignment

• In order to pass, you:
o need to have at least a 5,5 for the exam and for the poster + handout and for the
short scientific report
o Must be present during all compulsory course components (see course schedule)
o Must have significantly contributed to the two assignments

Course reading
Literature will be provided on blackboard, and includes among others:
• Nicolaou M, Doak CM, van Dam RM, Brug J, Stronks K, Seidell JC. Cultural and social influences on food consumption in Dutch residents of Turkish and Moroccan origin: a qualitative study. Journal of Nutrition Education and Behavior. 2009; 41(4):232-241.
• Boyd A Swinburn, Gary Sacks, Kevin D Hall, Klim McPherson, Diane T Finegood, Marjory L Moodie, Steven L Gortmaker. The global obesity pandemic: shaped by global drivers and local environments. Lancet .2011; 378: 804–14
• Story M, Kaphingst KM, Robinson-O'Brien R and Glanz K. Creating healthy food and eating environments: policy and environmental

approaches. Annu. Rev. Public Health. 2008; 29:253-272.
• Steenhuis IHM, Vermeer WM. Portion size: Review and framework for interventions. International Journal of Behavioral Nutrition and Physical Activity. 2009; 6:58.
• Wansink B. Environmental factors that increase the food intake and consumption volume of unknowing consumers. Annual Reviews of Nutrition. 2004; 24: 455-479.
• Aiking, H. (2011). Future protein supply. Trends in Food Science & Technology, 22: 112-120.
• Townsend AR, Howarth RW. (2010). Fixing the global nitrogen problem. Scientific American, 302: 64-71.

Recommended background knowledge
Students need a sufficient level of the English language because the lectures will be taught in English.

Target group
Food for thought is aimed at third year Bachelor students of Health sciences, Health and Life sciences, (Bio)Medical sciences or Psychology.

Remarks
Guest lectures will be invited to share their expertise with the students.

From Protein to Cell

Course code	AB_1052 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. D. Bald
Examinator	dr. D. Bald
Teaching staff	ing. H.W.J. Hakvoort, dr. D. Bald
Teaching method(s)	Practical, Computer lab, Lecture,
Level	300

Course objective
Final attainment:
The student knows:
• Principles and applications of protein over-expression, purification, structure, function, and inhibition as well as the function of antibiotics as protein inhibitors.
The student can:
• Apply protein bio-chemistry methods (protein over-expression, affinity chromatography, spectro-photometry, fluorescence, protein labeling methods, gel electrophoresis, activity tests).

Course content
The course consists of a mixture of lectures, practicals, computer sessions and individual study. We will cover concepts/methods/techniques that you can use to study a broad range of relevant questions, e.g:
• How can I produce a protein using bacteria?
• How can I purify a protein?

• How can I investigate structure and function of a protein?
• How can I predict structure and function of a protein?
• How do antibiotics work as protein inhibitors?
• How can I design my experimental strategy?
• Which factors I have to think about to make my experiment successful?

Form of tuition
The course consists of a mixture of lectures (8h), practical's (36h), computer sessions (3h) and individual study.

Type of assessment
Reports (50 %), oral presentation (50 %).

Course reading
Lecture slides and experimental protocols. Any biochemistry textbook can be used for repetition.

Recommended background knowledge
Participation in the Portal Courses Experimental Cell Biology I and II.

Remarks
Part of the Minor Biomolecular Sciences & Neurosciences, Track Biomolecular Sciences.
This minor course requires a minimum of 25 participants to take place.
A lab coat is mandatory for the lab practical lab work.

Functional Analysis

Course code	X_417013 ()
Period	Period 4+5
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Exacte Wetenschappen
Teaching method(s)	Lecture, Seminar
Level	400

Course content
http://studiegids.uva.nl/xmlpages/page/2014-2015/zoek-vak/vak/742418

Target group
3W

Remarks
Course registration at the UVA is compulsory at least 4 weeks before the start of the semester via https://www.sis.uva.nl

Future Challenges in Global Health

Course code	AB_1042 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen

Coordinator	C.J. Aantjes MSc
Examinator	C.J. Aantjes MSc
Teaching staff	prof. dr. J.E.W. Broerse, dr. D.R. Essink, C.J. Aantjes MSc, prof. dr. J.T. de Cock Buning
Teaching method(s)	Study Group, Lecture
Level	300

Course objective

• Acquire insight in current and future challenges in global health
• Understand how new developments in the health and life sciences interact with global health problems
• Acquire insight in de different policies which have been developed at national and international level to address global health challenges
• Obtain knowledge on how policy making processes take place and what different visions on policy exist
• Acquire skills on policy analysis, using methods such as actor analysis and causal analysis to understand the problem, as well as methods to identify and assess possible interventions;
• Gain experience in working in a team on a project addressing a real-world global health challenge;
• Be able to apply several data collection and analytic skills, such as formulating a research design, conducting a literature study, critically analyse various scientific publications, theories, hypotheses and arguments, and justify and present findings both orally and in writing

Course content

The world of biomedical and healthcare interventions is in constant flux: new and emerging infectious diseases, changing disease patterns, demographic changes, rising costs of health care – they all add complexity to its already considerable challenges. At the same time, innovative answers to these challenges emerge, like novel pharmaceuticals, neurotechnologies, gene therapy, telemedicine and using your iPhone as a heart rate monitor or as a tool in Parkinson's research, and field test kits that replace whole laboratories. But how can we make these answers fit the challenges that are emerging? History shows numerous, at best, not-so-effective health interventions and curious unintended consequences (for example: how does an anti-malaria campaign lead to collapsing roofs and to cats being parachuted over Borneo?). This course explores how we can learn from these experiences and improve, and how we can create windows of opportunity for better biomedical and health care interventions.
The course starts by providing an overview of current and future challenges and scientific developments in the field of global health. We will also study how various countries and organisation, like the WHO, EU and UN, have dealt with these challenges, and why their policies have (not) been effective. We use policy models to analyse these real-world policies and programs. Addressing challenges in global health not only requires thorough knowledge of the health problem and possible interventions, it is also crucial to understand the policy process, people's minds and to have insight in how interventions can be put into practice effectively. For example, there is an almost perfect intervention to prevent the spread of HIV/AIDS: a condom… and still the disease spreads, not because of a lack of knowledge. When is scientific knowledge important? Where do politics come in? Do we need to involve more people in setting up health interventions? Do we need to work in

public-private partnerships?
In the second part of the course, you use your newly acquired knowledge in small project teams. As policy advisors with thorough knowledge of biomedical interventions, you will write a research proposal for a policy study on a specific real-world global health challenge, e.g. about why millions of Americans do not have access to health care in one of the richest countries in the world, or about limited access of women to maternal health care services in low-income countries. In this way, you will learn to work with the interdisciplinary practice of policy research and project management. The problem description and the various policy options of the global health challenge are critically analysed, written down in a report and presented to all course participants.
Level 2: insight

Form of tuition
Lectures (18 hrs), training workshop (2 hrs), working groups assignment (12 hrs), self study (125.5 hrs), exam (2.5 hrs)

Type of assessment
Written exam (50%) and assignment (50%, which is composed of report 75% and presentation 25%). Both parts need to be passed.

Course reading
Selected materials made available through Blackboard

Target group
Course for students within the minor Biomedical and health interventions.

Remarks
Part of the minor Biomedical and health interventions.
This minor course requires a minimum of 25 participants to take place.

Genes and Behavior

Course code	P_BGENBEH (813011)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. C.V. Dolan
Examinator	dr. C.V. Dolan
Teaching method(s)	Lecture
Level	300

Course objective
The Genes and Behavior class has two aims:
1. Deepening knowledge about behavior genetics as it was introduced in the B2 course Behavior Genetics.
2. Acquiring practical skills in the behavior genetic analysis of data collected in twins and their family members.

Course content
The following topics are covered in the course:
1. Recent developments in the field of behavior and psychiatric

genetics.
A selection of literature on recent developments in the field of behavior and psychiatric genetics will be presented and discussed in class. Each week, we will focus on a different phenotype, including for example alcohol use, intelligence and personality. We will move beyond the simple estimation of heritability and pay attention to the detection of non-additive genetic influences, the analysis of sex differences, gene-environment interaction and correlation and the analysis of multiple phenotypes to address questions of comorbidity.
2. Statistical concepts needed for twin research.
We will briefly review the concepts of mean, variance, covariance and correlation. You will learn how to compute twin correlations in R and OpenMx, which gives a first indication of whether a trait is heritable.
3. Preparing data for analysis in OpenMx
You will learn how to prepare twin data for analysis in OpenMx using SPSS and R.
4. Genetic analysis in OpenMx
OpenMx is an R-based program for structural equation modeling that is designed for the flexible analysis of genetically informative data. We will analyze behavioral data collected in twins registered with the Netherlands Twin Register. Practical skills and hands-on analysis are emphasized.
5. Interpreting and scientifically describing the results from OpenMx
In discussions and assignments, we will pay attention to how we can interpret the results of our genetic analysis obtained with OpenMx.

Form of tuition
Lectures (mornings) and practical exercises (afternoons).

Type of assessment
Weekly: practical and literature assignments.
Final assignment: Written report of own data analyses in the form of a scientific publication. Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
A collection of articles (made available by the teacher at the beginning of the course).

Genetics and Public Health

Course code	AB_1025 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. L. Henneman
Examinator	dr. L. Henneman
Teaching staff	dr. C.G. van El, prof. dr. M.C. Cornel, dr. L. Henneman
Teaching method(s)	Seminar, Lecture
Level	300

Course objective
• The student can explain that some illnesses develop according to Mendelian principles of inheritance, but that genetics plays a different

role in many diseases that are important to public health (such as cardiovascular disorders, cancer, diabetes mellitus);
• The student can explain that tailored prevention is of clinical benefit, in particular when there is interaction between gene and environment;
• The student can describe how and where in the Netherlands health care setting genetics/genomics play a role (clinical genetics, genetic screening). Also, he/she can indicate what developments can be expected in the future (e.g. consequences of whole genome sequencing);
• The student can describe the different goals of public health and genetics and the ethical dilemmas this raises;
• The student can explain how knowledge of genetics/genomics can be implemented in health care and what challenges can be expected.

Course content
Different topics that will be addressed:
• Different ways in which variations in DNA/chromosomes lead to disease;
• Population genetics, gene-environment interactions, epigenetics;
• Healthcare in relation to genetic disorders (clinical genetics, genetic screening, preconception care);
• The impact of a hereditary disease on individuals, families and society;
• Genetic risk, psychological and behavioral aspects of genetics;
• The tension between public health and (clinical) genetics;
• Ethical, legal, historical and social aspects of genetics;
• Challenges in the translation of science (new genetic knowledge) into public policy and healthcare;
• Criteria for (useful) genetic testing and screening, Direct-To-Consumer testing;
• New possibilities and challenges regarding whole genome sequencing.

Form of tuition
• (Working) Lectures (30 hrs);
• Subgroup sessions; Discussions in small groups about topical themes with regard to public health and genetics (5 hrs), and oral presentations by students (6 hrs);
• Individual assignments and group assignment in which the students work together describing the translation of a particular genomics application into healthcare (self-/group study).

Type of assessment
Written examination in English consisting of open and multiple choice questions, based on the lectures and the provided literature (70%), a written report (20%), and an oral presentation (10%).

Examination, report, and presentation should all three be passed (grade 5.5 or more).
Students can only pass if they meet the presence requirements.

Course reading
A course reader will be available online; additional literature (articles) will be announced on BlackBoard shortly before the course starts.

Recommended background knowledge
Basic genetics

Target group

This is a course in the Health Sciences minor Biomedical Topics in Healthcare. The course is open to both Health Sciences students and Biomedical students from VU University Amsterdam. Students from other universities and doing a similar education are also invited to participate. The minor is not recommended for Health and Life Sciences students.

Registration procedure
see: http://www.falw.vu.nl/nl/opleidingen/minoren/index.asp

Remarks
Course coordinator:
L. Henneman, PhD, Dept of Clinical Genetics, VUMC
Course organiser:
JH. Kleinveld, PhD, Dept of Clinical Genetics, VUMC
Other teachers in this course are:
Prof M.C. Cornel, PhD, Dept of Clinical Genetics, VUMC
CG. Van El, PhD, Dept of Clinical Genetics, VUMC

Among the guest lecturers are:
F.S. van Dijk, PhD, MD, Dept of Clinical Genetics, VUMC
Prof. M. Mannens, PhD, Dept of Clinical Genetics, AMC
T. Vrijenhoek, PhD, Centre for Genome Diagnostics, UMC Utrecht
Q. Waisfisz, PhD, Dept of Clinical Genetics, VUMC

Geo data

Course code	AB_1086 ()
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	ing. W.T. ten Haaf
Examinator	ing. W.T. ten Haaf
Teaching method(s)	Seminar, Computer lab
Level	300

Geobotany and Eco-Hydrology

Course code	AB_1092 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. S.J.P. Bohncke
Examinator	dr. S.J.P. Bohncke
Teaching staff	dr. S.J.P. Bohncke, dr. M.J. Waterloo
Teaching method(s)	Lecture, Practical, Excursion, Fieldwork
Level	300

Course objective
To get acquainted with the ecological requirements of a large number of species.

To be able to independently key out species in the field by making use of the
supplied terminology during the lectures and a Flora.

To learn the main characteristics of at least 10 Families.

To be able to critical reading of the literature in that deals with the employment of fossil plant remains (e.g. Palynological literature, Plaeontological literature) for
paleoenvironmental reconstructions.

To be able to collect, present and discuss field-data.

Course content
A. Lectures on evolution of the plant kingdom: morphology of the flowering plants; introduction into plant ecology with special reference to water, nutrients, acidification, vegetation succession and nature conservation. Moreover we pay special attention various aspect of the geobotany, like the relations between climate, soil development and plant growth and various vegetation units; plant geography of Europe and the Netherlands; introduction to vegetation analyses and the role of Wetlands.

B. The application of biological proxies (pollen, treerings,stomata density)
That are beingemplyed forpalaeoenvironmental and climate reconstructions.

C. The excursion aims at integration of the world of
the plants and vegetation communities with the abiotic components in the landscape. There are two excursion emphasised that offer insights in nutrient
poor and nutrient rich environments with totally different substratum.

Form of tuition
36 hrs lectures, 2 days excursion.

Type of assessment
Examination of both lectures and items from the excursions.

Course reading
R. van der Meijden - Heukels' Flora van Nederland, 22e druk 1996 of eerste bijdruk.

Target group
The course is part of the minor Earth surface.

Geographic Analysis and Visualisation

Course code	AB_1107 ()
Period	Period 1
Credits	6.0

Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	ing. W.T. ten Haaf
Examinator	ing. W.T. ten Haaf
Teaching method(s)	Seminar, Computer lab
Level	300

GI Research Assignment

Course code	AB_1088 ()
Period	Period 2+3
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	ing. W.T. ten Haaf
Examinator	ing. W.T. ten Haaf
Teaching method(s)	Seminar, Computer lab
Level	300

Global English

Course code	L_ETBAETK209 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. L.M. Rupp
Examinator	dr. L.M. Rupp
Teaching staff	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 foreign language.
Application: You are able to apply this knowledge in analyses of concrete situations of the globalization of English, for instance, language policy-making in the domains of government and education.
Attitude and Communication:
You are able to present a well-informed perspective of the nature of different Englishes and the impact of the globalization of English on speakers of English around the world.

Course content

In this course we consider the world-wide spread of the English language. We begin with areas where English is spoken as a first language (England, the Celtic countries, the US, Australia, etc.). We then move on to regions where English is spoken as a second language (Africa and Asia) and from there to regions where English is used as a foreign language or lingua franca (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). A number of sessions of the course are presented by international academic guest speakers and professionals. The academic guest speakers will discuss issues in the globalization of English in their country, while the professionals will illustrate the career opportunities that exist in the area of Global English. The course is embedded in current research in the faculty on the globalization of English. You will do a small research project of your own by writing a Wikipage about a variety of English as one of the two assessments of the course.

Form of tuition
Lectures and classes.

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 Blackboard.

Entry requirements
Students must have followed Talk in Context (L_ETBACIW101); Academic Skills 1, part Academic English: grammar (L_AABAALGAV1) and Academic skills 2, part Academic English: writing (L_AABAALGAV2).

Target group
Second-year students CIW.

Remarks
You should be present for 80% of the classes and submit 80% of the course work. If there is no legitimate reason for failing to meet these requirements, your Wikipage will not be marked and you will not be awarded a grade for the course.
This course is a prerequisite for the third year courses within the afstudeerrichting English and International communication.

Global Migration History

Course code	L_GABAGES218 ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. P.D. Nyiri

Examinator	prof. dr. P.D. Nyiri
Teaching staff	prof. dr. P.D. Nyiri, prof. dr. U.T. Bosma
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
Students will develop a familiarity with human movement throughout history and learn to see global history as a history of human mobility. Acquiring knowledge of key publications.
Applying the concepts and terminology used by the historians and social scientists. Using of sources to reconstruct migration flows and experiences. Presenting case studies.

Course content
This course approaches migration as a universal phenomenon throughout human history. This course will first offer an introduction in concepts and terminology. Recent interdisciplinary trends in the field of global migration history will be discussed.

Form of tuition
Lectures, seminars.

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

Course reading
Book chapters and articles to be determined.

Entry requirements
At least one year of history or social sciences.

Target group
Second year BA students in the Global History major; other social science and history students, including exchange students.

Remarks
This course is obligatory for second-year students in the Global History track. Attendance is compulsory. This course is a prerequisite for third-year Global History courses.

Global Political Economy

Course code	S_GPE ()
Period	Period 2
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	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.

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.

Global Religion and Local Diversity

Course code	S_GRLD ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	prof. dr. J.T. Sunier
Examinator	prof. dr. J.T. Sunier
Teaching staff	prof. dr. J.T. Sunier

Teaching method(s)	Lecture
Level	200

Course objective
Students are able to describe and interpret the role of religion under global conditions. They understand the complex interrelationship between religion on a global scale due to the role of modern mass media on the one hand and local diversification of religious practices and phenomena. They see the role of religion in processes of identity construction in various settings and understand central concepts and theories in the study of religion.

Course content
Whether we like it or not, religion has become one of the main political and social issues of our time. Religion has become a major factor in a wide variety of global developments and processes. The place of religion in the contemporary societies cannot be properly understood without taking into account the fact that religions have become globalized. In the first place due to migration processes across the world, religions have traveled too. As a consequence local religious diversity has increased tremendously. Globalization has also brought about homogenization tendencies in all spheres of life. Paradoxically, however, the homogenizing tendencies of globalization at the same time reinforce processes of cultural heterogeneity and diversification. Globalization has also brought about anxieties about the disruption of local cultures and communities and thus triggered a process of ‘social closure’. Modern nation states attempt to domesticate global flows, particularly when they are said to jeopardize the national political, social and cultural status quo. Events taking place on the other side of the world exert direct influence, at least bear relevance to the production of religious knowledge and processes of community building. We cannot understand for example experiences of young Muslims in Western cities without taking into account what happens in Afghanistan. Modern mass media have made local religious leaders into world celebrities. The prominence of the Dalai Lama, leader of the Tibetan Buddhists, has turned Buddhism into a world religion. Pentecostal churches are the fastest growing religious movements in the world today. At the beginning of the 21st century religion has become a strong social and cultural force that is crucial to the politics of belonging on a global scale.
This course explores a broad range of past and contemporary studies in Western and non-Western societies. It focuses not only on institutionalized religious traditions, but on all modalities and expressions of religiosity.

Form of tuition
Lectures and tutorial

Type of assessment
Written examination (70%) and assignments (30%)

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

Target group
Obligatory course for students in the minor Frontiers in Multicultural Societies; optional course for 2nd and 3rd year Bachelor’s students and students of the Exchange Programme.

Remarks
Basic knowledge in the social sciences is requested.

Greek and Latin Patristic Literature

Course code	L_XCBAALG001 ()
Period	Period 1
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. N.M. Vos
Examinator	dr. N.M. Vos
Teaching staff	dr. N.M. Vos
Teaching method(s)	Seminar
Level	300

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

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

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

Type of assessment
Written examination

Course reading
Literature will be posted on blackboard.

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

Target group

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

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

Group Dynamics

Course code	P_BGRDYNA (813006)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. T.V. Pollet
Examinator	dr. T.V. Pollet
Teaching staff	dr. T.V. Pollet
Teaching method(s)	Lecture
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 made.

Health @ Work

Course code	AB_1033 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. C.R.L. Boot
Examinator	dr. C.R.L. Boot
Teaching staff	prof. dr. A. van de Beek, E.W.C. van der Meer
Teaching method(s)	Study Group, Lecture
Level	300

Course objective
1.The student can explain how the bilateral relation between work and health works, in particular related to hand eczema, stress, cancer, and back pain.
2.The student can reproduce the most important statistics related to work-related health problems, occupational diseases, sickness absence, work disability and occupational accidents.
3.The student can reproduce, explain, and apply the model Workload and the ICF model.
4.The student can apply his knowledge on worksite health promotion by designing and evaluating a simple worksite health promotion intervention
5.The student can explain what sedentary behaviour is and how sedentary behaviour can be a risk factor for worker health
6.The student can apply the healthy worker effect to research settings in an occupational health context.
7.The student is able to differentiate between the specific research setting of occupational health, including economic aspects, and the public health setting.
8.The student can differentiate between program and theory failure, and can design a process evaluation to investigate the possibility of program failure in an intervention study.
9.The student can explain how health influences work force participation (e.g. early retirement, bridge employment) and vice versa.
10.The student is able to debate about the use of intervention strategies and their effectiveness, specifically with respect to improving work participation of individuals with chronic disorders
11.The student understands how the organization and functioning of the occupational health care and social insurance medicine works, including the relevant legislation and social security issues.
12.The student can research a scientific question in the occupational field and is able to report on this in a systematic way.

Course content
This course is part of the minor ‘Five big issues in health’. The course focuses on the big issues in occupational health: It gives both insights in workplace factors affecting health and tools for keeping chronically ill patients working. Students will work on their own occupational

group, map their risks for developing a work-related disease and think of ways to reduce those risks. The functioning of the people within this occupational group will be used as guidance to gain insight into the models, theories, and methodological issues specific for the work setting
and economic evaluation. In addition, students will meet chronically ill patients who still work and think of ways how to increase their work performance.

Form of tuition
The course consists of lectures, tutorials, and group assingments. The number of contact hours is 40 over a 4-week period. In addition, students are required to study independently for 120 hours in the 4-week period.

Type of assessment
The final mark of the Health@Work course consists of:
• 50% individual exam
• 50% written group report
•Oral group presentation (this a pass/ fail component of the assessment and a necessary condition for getting your grade)

The written report and the final exam will both be given a mark from 1 to 10. Both parts need to be at least 5.5. If one of the parts is below 5.5., a re-examination of that part is necessary. The oral presentation has to be passed by all group members. If not, re-examination of the oral examination part of the whole group is necessary.

Course reading
An online reader will be used, which will be made available through Blackboard.

Target group
The minor is open to students in Health Sciences, Health and Life Sciences, Human Movement Sciences, Biomedical Sciences, Medicine, and Psychology from the VU University. Students from other universities and doing a similar education are also invited to participate.

Remarks
(Guest) Lecturers
• Prof. Allard van der Beek, PhD, Department of Public and Occupational Health, VU university medical center Amsterdam
• Esther van der Meer, MSc, Department of Public and Occupational Health, VU university medical center Amsterdam
• Frederieke Schaafsma, PhD, Department of Public and Occupational Health, VU university medical center Amsterdam
• Hidde van der Ploeg, PhD, Department of Public and Occupational Health, VU university medical center Amsterdam
• Astrid de Wind, MSc, Department of Public and Occupational Health, VU university medical center Amsterdam
• Bo Havermans, MSc, Department of Public and Occupational Health, VU university medical center Amsterdam
• Martine van Egmond, MSc, Department of Public and Occupational Health, VU university medical center Amsterdam
• Arnela Suman, MSc, Department of Public and Occupational Health, VU university medical center Amsterdam
• Nathalie Donders, Department of Primary and Community Care, Centre for Family Medicine, Geriatric care and Public Health, Radboud University Nijmegen Medical Centre

• Margriet Formanoy, Msc

Hellenism from Alexander the Great to Severus Alexander

Course code	L_GOBAGES203 ()
Period	Ac. Year (September), Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. J.J. Flinterman
Examinator	dr. J.J. Flinterman
Teaching staff	dr. J.J. Flinterman
Teaching method(s)	Lecture
Level	300

Course objective
Students will gain a deeper knowledge of the Greek world in the period from the late fourth century BC until the middle of the third century AD. Moreover, they will get acquainted with discussions about the use of concepts such as ‘period’, ‘culture’, and ‘acculturation’ and about the relation between power and culture, thus enlarging their understanding of the problems involved in studying (ancient) history.

By following this course students train their ability to pick up information from English-language scholarly literature. By getting acquainted with often conflicting views in scholarly literature and by discussing these views in class, they will sharpen their ability to think critically as well as to participate in historical debates. Moreover, reading samples of the most important sources for the period will give them a fair impression of the diversity of the evidence for Hellenistic history as well as of the problems of interpretation it offers to the historian.

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

Form of tuition
Lectures, discussions in class

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

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

Entry requirements
Introductory course in Ancient History of at least 6 ECTS. Without a fair working knowledge of the history of the Near East and the Greco-Roman world in Antiquity this course may prove to be a mission impossible.

Target group
Second year students of History (afstudeerrichting Politieke Geschiedenis en Cultuurgeschiedenis), second year students of Ancient Cultures (Oudheidkunde bij Grieks + Grieks, Oudheidkunde bij Latijn + Latijn), third-year students of Ancient Cultures (Oudheidkunde I + Oudheidkunde II, Oude Geschiedenis + Mediterrane Archeologie; in the latter case students have to make a choice between this course and Constructing Images of the Mediterranean Past).

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

Heuristics

Course code	X_401012 (401012)
Period	Period 3
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	prof. dr. A.E. Eiben
Examinator	prof. dr. A.E. Eiben
Teaching staff	prof. dr. A.E. Eiben
Teaching method(s)	Lecture
Level	200

Course objective
The overall objective of the course is to expose students to a "real life" problem solving situation, where the supervisor gives no hints about suitable algorithmic approaches to solve a given problem. Students will learn to understand the problem requirements and invent or find an appropriate algorithm to solve it. Bottom-line is: anything goes, as long as it works. Specific objectives include: identifying an algorithm for solving a given problem, implementing and testing this algorithm, summarising the results and self-assessing the whole approach.

Course content
Students have to choose one of the four predefined problems and try to solve it. The problems range from combinatorial optimisation (airline scheduling) to game playing (free cell). The course offers software support for each problem, including user interface and quality assessment procedures for candidate solutions. The "only" missing part is the problem solving algorithm. Teams of three students endeavour to find and implement an algorithm and report on the results.

Form of tuition
Working groups

The course combines a free setup with intensive coaching. After two introductory lectures about heuristics and experimental methodology, the student teams are completely free to choose their algorithmic approach as was their working hours. However, twice a week we have compulsory coaching sessions (a.k.a. "brainstorming workshops") where teams discuss their ideas and progress. Reflecting on other teams' work is an important element during these sessions. The course is concluded by a one day symposium where each team presents its solution.

Type of assessment
The final grade depends on the quality of the solutions found by the team, the written report, the oral presentation, and the level of activity / involvement during the coaching sessions.

Course reading
N.a.

Target group
3BA, 3CS, 3IMM, 3LI

Hist. Introd. to Eur. Legal Science

Course code	R_Hist.intro (200926)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	prof. mr. J. Hallebeek
Examinator	prof. mr. J. Hallebeek
Teaching staff	prof. mr. J. Hallebeek
Teaching method(s)	Reading
Level	400

Course objective
The course offers the opportunity to pursue the historical development of law and legal doctrine in Europe. In order to show such a development for the 2014-2015 course one topic is chosen, viz. contracts for a third party beneficiary.

Course content
This subject (contracts for a third party beneficiary) will be treated discussing Roman law, the medieval interpretation of the Roman texts, Canon law, legal Humanism and late scholastic doctrine, Hugo Grotius, Roman Dutch law and the codifications in continental Europe compared with Anglo-American common law.

Type of assessment
Oral examination, presentation and assignment

Course reading

- Jan Hallebeek & Harry Dondorp (eds), Contracts for a third party beneficiary. A historical and comparative account, Leiden 2008 (The book is available at a reduced price for participants of this course via the lecturer).

- Workbook ‘Historical Introduction to European Legal Science 2014-2015 (reader), available at the first lecture.

Remarks
The following course objectives are only available in Dutch:

De afgestudeerde master beschikt over een academisch werk- en denkniveau;
heeft diepgaande en specialistische kennis van en inzicht in minimaal één deelgebied van het recht
heeft inzicht in de samenhang tussen verschillende onderdelen van het recht, met inbegrip van het nationale en internationale recht
De afgestudeerde master beschikt over de volgende (juridische) vaardigheden:
Analytische vaardigheden:
de juridische en maatschappelijke aspecten van een vraagstuk in hun onderlinge samenhang beoordelen en daarover kritisch nadenken/oordelen
literatuur en juridische bronnen diepgaand analyseren en interpreteren en kritisch beschouwen (waar relevant ook in de Engelse taal, waar relevant ook op nieuwe rechtsgebieden)
rechtsregels afleiden uit concrete gevallen (inductie)
Probleemoplossende vaardigheden:
complexe casus diepgaand analyseren en interpreteren en zelfstandig juridische oplossingen aandragen
complexe juridische problemen onderkennen, analyseren en oplossen
Onderzoeks- en presentatievaardigheden:
schriftelijk verslag doen van een rechtswetenschappelijk onderzoek
met argumenten onderbouwde mening formuleren over een complex juridisch probleem of een nieuwe ontwikkeling
actief deelnemen aan een wetenschappelijk debat op het deelgebied dat het masterprogramma beslaat

Historical Texts Babylonia

Course code	L_SABAOHK211 ()
Period	Period 1
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. K. Kleber
Examinator	dr. K. Kleber
Teaching staff	dr. K. Kleber
Teaching method(s)	Seminar
Level	200

Course objective
This course aims to introduce learners of Akkadian to less standardized types of cuneiform script, as well as to the Assyrian dialect. At the same time the readings will consolidate knowledge of grammar and translation skills. Students will expand their knowledge base of

historical facts, learn to evaluate historical sources critically and to understand the subtleties of international relations that are often hidden in narrative frameworks determined by the narrator's worldview. Students will acquire methods of modern historiography.

Course content
Reading of important historical texts on international relations in the Ancient Near East. The emphasis lies on the period between the 14th and the early 6th century BC (Amarna period until the end of the Neo-Assyrian empire). The texts are chosen according to historical importance and their ability to inspire interest and enjoyment. Some of the Akkadian texts will be juxtaposed with descriptions of the same event in the Bible and/or related episodes in Herodotus and Josephus.

Form of tuition
Seminar (werkcollege)

Type of assessment
Participation in class and homework, oral presentation in class. (Grades 0-10), aanwezigheidsplicht.

Entry requirements
Babylonisch Id or comparable language skills in Akkadian

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

Remarks
The course will be offered in alternating years with Historical Text A.
This course will be taught in 2014-2015.
It is recommended to attend the course History and Culture of the Ancient Near East once alongside Historical Texts A or B.

History and Cultures of the Ancient Near East A

Course code	L_SABAOHK206 ()
Period	Period 1
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. R. de Boer
Examinator	dr. R. de Boer
Teaching staff	dr. R. de Boer
Teaching method(s)	Lecture
Level	200

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

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

history and society for everyone who is interested.

Form of tuition
Lecture, seminar (werkcollege), short oral presentation by students

Type of assessment
Written Exam (grades 0-10)

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

Target group
all

Remarks
All students (except those who study OHK+Babylonian as a major) should combine the A-part of this course with the B-part (L_SABAOHK213) to get a complete overview of the history. The B-part consists of self-study and occasional meetings. Both parts are complimentary and are tested in one combined exam. The B-part cannot be taken without the A-part. Regular course attendance is obligatory for the A-part.

History and Cultures of the Ancient Near East B

Course code	L_SABAOHK213 ()
Period	Period 1
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. R. de Boer
Examinator	dr. R. de Boer
Teaching method(s)	Seminar
Level	300

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

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

Form of tuition
Self-study

Type of assessment
Written examination (grades 1-10)

Course reading
See "History and Cultures of the Ancient Near East A" (L_SABAOHK206).

Entry requirements
Students who enroll in this course must at the same time enroll in "History and Cultures of the Ancient Near East A" (L_SABAOHK206).

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

Remarks
This course is complementary to "History and Cultures of the Ancient Near East A" (L_SABAOHK206). It is not possible to do the B-part without doing the A-part at the same time. Both parts will be tested in one combined exam.

History and Philosophy of Psychology

Course code	P_BHISPHI (813031)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. H. Looren De Jong
Examinator	dr. H. Looren De Jong
Teaching staff	dr. H. Looren De Jong
Teaching method(s)	Lecture
Level	300

Course objective
After completion of the course you should be able to identify and understand historical and theoretical (conceptual, philosophical) issues in psychology. This course should contribute to knowledge and insight in the historical, societal and philosophical fundamentals of psychology.

Course content
The first part of this course is a survey of the history of psychology, up to the early 20th century. Main subjects are the philosophical and historical background of psychology and the rise of psychology as a science in the 19th century. The second part builds upon the historical part and introduces philosophy of science and philosophy of mind. Main subjects are the nature of science, demarcation, kinds of explanation, pragmatism and realism, the nature of mind, and the position of psychology vis- à- vis cognitive and neuroscience.

Type of assessment
- One paper;
- Written examination with multiple choice questions.
Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
- Bem, S. (2008), Psychologie: historische en filosofische herkomst. Amsterdam: Boom.
- Bem, S. en Looren de Jong, H. (2006), Theoretical issues in

psychology (second ed.). London: Sage.

As a (partial) replacement for the Dutch book (Bem, 2008) foreign students may use either of the following books:
Th. H. Leahey, A history of psychology (6th ed) (Pearson Prentice Hall, 2003), Chapters 3 (p. 111-115), 4, 5, 6, 7, 8, 9, 10, 11 (p. 367-377).
(NB. Not to be confused with A history of modern psychology by the same author, that is a different book)
or
C.J. Goodwin A history of modern psychology (2nd or 3rd ed.) (Wiley 2005), Chapters. 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 (p. 350-369)
Please note that these are partial replacements, covering mostly the same subjects as the Bem book, but sometimes in a slightly different way or in less detail, some subjects may be missing. Exam questions will refer to the Bem book

Remarks
An overview of the programme is avalaible at the start of the course.

History and Theory of Anthropology

Course code	S_HTA ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. S.J.T.M. Evers
Examinator	dr. S.J.T.M. Evers
Teaching staff	dr. S.J.T.M. Evers
Teaching method(s)	Lecture, Study-group
Level	200

Course objective
Students are able to describe the range of theoretical and methodological perspectives in social and cultural anthropology, their historical development, their philosophical grounding and their relevance for contemporary theory. Students also get a better understanding of the dynamics of paradigmatic change.

Course content
The course presents an overview of the main theoretical developments in the discipline of anthropology. Attention will be paid to the epistemological groundings of anthropological statements. Anthropological knowledge is always a product of a certain era and a certain historical situation. Theory development might be inductive or deductive in nature depending the perspective and research of the anthropologist. Students will read seminal texts of famous anthropologists (Tylor, Mauss, Malinowski, Mead, Geertz, and others), which were often highly controversial at the time they were first published, and nowadays constitute the anthropological canon. By studying these texts in the context of their respective times, students will learn about the intentions, assumptions and styles of the authors and not least about the characteristics of the era.

Form of tuition
Lecture and class discussions

Type of assessment
Written exam (75%) and short essay (25%)

Course reading
McGee, R.J., & Warms, R.L. (eds) (2012). Anthropological Theory: An Introductory History (5th revised edition). Boston: McGraw-Hill Education, (appr. 67 euro).
Some additional texts, to be announced.

Target group
Obligatory course for students in the 2nd year of BSc CAO and of Premaster's programme in SCA; optional course for 2nd and 3rd year Bachelor's students and students of the Exchange Programme.

Remarks
Basic knowledge in the social sciences is requested.

History of Ancient Near Eastern Literature

Course code	L_SABAOHK109 ()
Period	Period 5
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. R. de Boer
Examinator	dr. R. de Boer
Teaching staff	dr. R. de Boer
Teaching method(s)	Lecture
Level	100

Course objective
Students will get acqainted with various works of Mesopotamian literature, their historical background, and the philosophical and everyday life problems treated in them. Students shall discover that some of these age-old stories can still be relevant for us today. One of the goals of this course is that students later remember the Gilgamesh epic and the other stories, as well as literary motives that turn up in different stories and their interpretation. At the end of this course students will be able to talk about intertextuality, literary motives, oral and aural literature and how stories spread in time and place. The course is also an introduction into the question of oral literature, text transmission, the evolution of epic literature and to the methodology of a comparative literary analysis of ancient literary texts. We can trace the evolution of the Gilgamesh epic over three thousand years – this is a unique situation. During your studies you will encounter Homer and other classical literary texts in Greek and Roman or in the Bible. The knowledge gained in the more theoretical parts of this course will help you to put these sources in perspective. You will learn a methodology which you can apply to any type of ancient literature during your university education or even beyond. As this course is taught in English, you will train your confidence in speaking up in class and make articulate contributions in English - thereby it

will contribute to an internationalization of your BA-education.

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

Form of tuition
Lecture

Type of assessment
Written examination (grades 0-10)

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

Target group
all

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

History of Emotions

Course code	L_AABAGES301 ()
Period	Period 4+5+6
Credits	9.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. I.B. Leemans
Examinator	prof. dr. I.B. Leemans
Teaching staff	prof. dr. J.M. Koppenol, dr. K. Steenbergh, prof. dr. I.B. Leemans, prof. dr. H.W. Roodenburg
Teaching method(s)	Seminar
Level	300

History of Political Thought

Course code	S_HPT ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	T.J. Bogers MA
Examinator	T.J. Bogers MA
Teaching staff	T.J. Bogers MA
Teaching method(s)	Lecture
Level	200

Course objective
- Provide in a broad overview of the history of political thought.
- Provide in an understanding of key concepts of political thought, like democracy, liberty, legitimacy and sovereignty.
- To understand the importance of situating a work of political thought in the social context wherein it was written.
- Become acquainted with textual analysis.
- Become familiarized with different approaches towards political thought: historical, descriptive-analytical and normative.
- Value the contemporary relevance of the history of political thought.

Course content
An understanding of the history of political thought serves to provide insight in the contemporaneous nature of our present-day normative convictions concerning political and societal arrangements and the challenges that arise from them. Great benefit can be obtained from visiting the worlds of the past in order to become acquainted with the wide varieties of political thought. The theoretical underpinnings that have served to address challenges of a practical political nature have a durable intrinsic value as those challenges still confront us today, albeit in different guises.

The course literature consists of excerpts from original texts and secondary literature. The latter serves to better understand the original texts and to position those texts in relation to each other. The selected original texts have been chosen carefully and will provide in an overview of the history of political thought. Throughout these texts, key political concepts will be highlighted and analyzed. Such concepts include democracy, liberty, legitimacy and sovereignty. By mapping out the continuities and discontinuities concerning these key concepts, the rich substance of the history of political thought will be made apparent.

Form of tuition
Three lectures per week.

Type of assessment
Written exam (75%) and a written assignment (25%). Both parts must be passed.

Course reading
to be announced

History of Science

Course code	X_400318 (400318)
Period	Period 5
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. D.J. Beckers
Examinator	dr. D.J. Beckers
Teaching staff	dr. D.J. Beckers

Teaching method(s)	Lecture
Level	200

Course objective
Students acquire knowledge about the history of computing from various perspectives: computing as a scientific goal, computing as a government (administrative or military) objective / ideal, computing as an economic enterprise. Students acquire knowledge about the meanings digital culture has for various people in contemporary society. Thereby students will be better equipped to reflect on their subject of study.

Course content
Various subjects from the history of computing will be treated. Several highlights will be discussed and placed within the social context of its time. By discussing these highlights from several points of view the history of computer (or information) science will serve as a way to illustrate the various roles of computing in society. All subjects are taken from the book by Mahony and will be documented on the blackboard site.

Form of tuition
Lectures and short assignments.

Type of assessment
Written exam

Course reading
Martin Campbell-Kelly a.o., Computer. A history of the information machine (2013); third edition, also available as an e-book.

Entry requirements
nvt / none

Recommended background knowledge
nvt / none

Target group
2BA, 2W (Nederlandstalige cursus);
2CS, 2LI, 2IMM (English course)

Remarks
More information with the course coordinator: room U-252,
d.j.beckers@vu.nl

History of the Levant A

Course code	L_SABAOHK215 ()
Period	Period 2
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. K. Kleber
Examinator	dr. K. Kleber
Teaching staff	dr. K. Kleber
Teaching method(s)	Lecture

Level	200

Course objective
Learning the history of the Levant from the third to the first millennium BC in the context of Near Eastern history. Understanding relevant scholarly debates, in particular on the history of ancient Israel and the bible.
Knowledge of historical facts. Understanding international relations and interdependencies. Understanding and reproducing scholarly debates. Understanding and evaluating the problems of using tertiary sources like the Hebrew Bible.

Course content
The history of the Levant is the history of Syria, Phoenicia and Palestine from the Bronze Age to the Hellenistic Period. Special attention will be paid to international relations, the impact of empire, the history of Israel and Judah, the Phoenicians and their maritime trade network and the Hebrew Bible as a historical source.

Form of tuition
Lecture and discussion in class. Active participation and input from students is required.

Type of assessment
Written exam

Course reading
Trevor Bryce, Ancient Syria. A Three Thousand Year History. Oxford 2014.

Entry requirements
No obligatory entry requirements but it is strongly advised to follow "History of the Ancient Near East" in period 1. This will help the overall understanding greatly.

Target group
BA students of Oudheidkunde (Ancient Studies), History, Theology, PThU, Comparative Religion, students in the minor "Languages and Cultures of the Ancient Near East", students with interest in the bible and history of the Ancient Near East

Remarks
This course is obligatory in the second year. Attendance is compulsory. The course cannot be completed if more than one meeting was missed.

History of the Levant B

Course code	L_SABAOHK216 ()
Period	Period 3
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. K. Kleber
Examinator	dr. K. Kleber
Teaching staff	dr. K. Kleber
Teaching method(s)	Private study

Level	200

Course objective
Training in independent research on a topic in Levantine history, critical assessment of the scholarly literature and development of an argumentation and a position on it. Writing of a term paper.
Proposing a research topic, independent work on a topic, finding, selecting and reading secondary literature, critical assessment of the value of primary sources.

Course content
Independent research on one specific topic in Leventine history

Form of tuition
Tutorial

Type of assessment
Term paper

Course reading
Dependent on chosen topic

Entry requirements
History of the Levant A

Target group
BA students of Oudheidkunde (Ancient Studies), History, Theology, PThU, Comparative Religion, students in the minor "Languages and Cultures of the Ancient Near East", students with interest in the bible and history of the Ancient Near East

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

Human Evolution

Course code	AB_1021 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	prof. dr. N.M. van Straalen
Examinator	prof. dr. N.M. van Straalen
Teaching method(s)	Lecture, Study Group, Practical
Level	300

Course objective
This course provides a general introduction to the theory of evolution as applied to genetic variation, cultural diversity and evolution of the human species.

Final attainment levels:
After completion of the course the student is able to:

• Formulate the key concepts of evolutionary theory, its mechanisms and its application in explaining human genetic variation and associated aspects of cultural diversity,
• Explain which data support the theory of evolution in humans,
• Develop phylogenetic trees from character state tables using maximum parsimony, interpret the phylogenies and explain the concepts of coalescence theory,
• Apply the principles of population genetics, apply tests for deviations from Hardy-Weinberg equilibrium and dependence in contingency tables using a X2 test,
• Understand and explain the arguments supporting the Out of Africa model versus the model of multiregional evolution,
• Recapitulate the hominin phylogenetic tree with the various fossil species,
• Describe the characteristics of the most important hominin fossils, their position in the phylogenetic tree and the arguments,
• Describe specific aspects of the human body plan associated with its evolutionary history, such as bipedalism, skeletal traits and brain evolution,
• Describe the various stone tools and other artefacts, plus their importance for inferring human evolutionary trends,
• Provide explanations for human cultural diversity in terms of genetic and cultural group selection, sexual selection and neutral evolution as applied to, language, theory of mind and self-consciousness,
• Explain the origin and the dynamics of the agricultural revolution and its spread over Europe,
• Discuss the evolutionary aspects of human disease.
• Write a scientific essay on a topic of choice on the issue "Do humans still evolve?", including statement formulation, arguing and integrating of arguments with scientific facts.
• Read and interpret a scientific article on a recent issue of human evolution, including consideration of the links between theory, data and implications.
• Write a practical report with due consideration of the links between theory and observations on human and fossil bones.

Course content
In modern biological sciences evolutionary theory takes a central position. The explanatory power of evolution also applies to biomedical and health sciences. Evolution may help to explain why the human body is not perfect, why there are pseudogenes and rudimentary organs, and why humans are susceptible to specific diseases. An evolutionary perspective is also necessary to understand geographical differences in the genetic composition of populations, in disease susceptibility, cultural traditions and language diversity. The human species today is the product of 7 million years of evolution since a partly bipedal ape-like creature evolved in Africa.
Topics covered in the course:
• Basic principles of evolutionary theory, cladistics
• Coalescence theory, phylogenetics
• Population genetics and Out of Africa
• The descent of man; the hominin fossils
• Comparative osteology of hominins and primates
• Evolutionary origin of human behaviour and partner choice
• Evolution of self-consciousness and language
• Evolutionary aspects of disease, evolutionary medicine

Form of tuition

Theory will be explained in lectures and elaborated in working groups. Skeletal adaptations of the human body and fossil hominins will be illustrated in an osteological practical. An analysis will be made of some recent papers reporting fossil finds and new insights into natural selection operating in human populations. An essay will be written on the topic: "Do humans still evolve?"

Contact hours: lectures: 23 hours, discussion groups: 12 hours, practicals: 16 hours, excursion: 8 hours, guided exam preparation: 5 hours, total contact: 64 hours, self-study 96 hours.

Type of assessment
Written exam (50% of final mark, minimal 5.0); report (30%) essay (20%); report on the practicals.

Course reading
Textbook: L. Stone & P.F. Lurquin, 2007. Genes, Culture and Human Evolution. Blackwell Publishing, Malden, ± € 45,-

Articles:
Berger, L.R. et al. (2010) Australopithecus sediba: A new species of Homo-like australopith from South Africa. Science 328, 195-204.

Chaix, R. et al. (2008) Is mate choice in humans MHC dependent?.PLoS Genetics 9, e10000184.

Manual (syllabus) for osteological practicals, including guidelines for report and essay.

Entry requirements
None

Recommended background knowledge
Knowledge on population genetics.

Target group
BSc Biology (part of minor programme Evolutionary Biology and Ecology, third year) and BSc Health and Life Sciences (optional course in second year), plus interested Erasmus or other exchange students.

Remarks
The schedule for biologists will be slightly different from the one for Health and Life Sciences students. Students H&LS will do an extra practical assignment related to partner choice; students of biology will join an excursion to a neanderthal excavation site in Belgium.

There is an honours track to this course ("stervariant"). Information on the Honours programme (in Dutch) is provided at http://www.falw.vu.nl/nl/studenten/honours-programme/programma-levenswetenschappen/index.asp.

Human Geography I

Course code	AB_450099 ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch

Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	prof. dr. J.A. van der Schee
Examinator	prof. dr. J.A. van der Schee
Teaching staff	prof. dr. J.A. van der Schee
Teaching method(s)	Lecture, Computer lab
Level	300

Human Neurophysiology

Course code	AB_1111 ()
Period	Period 6
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. K. Linkenkaer Hansen
Examinator	dr. K. Linkenkaer Hansen
Teaching method(s)	Lecture, Computer lab, Study Group, Practical
Level	300

Course objective
The number of students following "Human Neurophysiology" has grown 20 to ~120 students in the past 5 years, which makes it relevant to highlight two overall objectives of the course. The first one is to provide a theoretical understanding and hands-on practical experience with Cognitive Neuroscience research in humans, and (2) the other one is to create a learning environment that allows you to develop generic and important academic skills. Examples of academic skills to be developed are:
1. To formulate and present a creative research idea.
2. Give constructive feedback on the ideas of fellow students.
3. Work in small groups of ~4 students.
4. Learn to present data and results in figures that are scientifically efficient and esthetically appealing.
5. Summarize the results of your research on a poster and present and defend their interpretation.

More specifically, you should at the end of the course be able to:
6. Explain how human neurophysiology can be investigated and explain the relative strengths and weaknesses of different neuroimaging techniques.
7. Argue why it is important to perform neurophysiological research on both healthy people and patients.
8. Differentiate between exogenous (stimulus-driven) and endogenous (spontaneous) brain activity, and experimental paradigms and analysis tools required for their study.
9. Argue why the phenomenon of ‘daydreaming’ and its neuronal basis is important to investigate. In addition, you should have acquired the skills to perform research on this relationship.
10. Explain the relationship between brain activity and EEG signals.
11. Explain how to prepare a subject for an EEG measurement and understand acquisition settings such as sampling frequency, filters, impedance, etc.
12. Use Matlab-based software for qualitative analysis of EEG, e.g.,

to differentiate between EEG signals that originate from muscle and brain activity, respectively.
13. Perform quantitative and statistical analysis of own data and use the results to make conclusions about the relation between brain activity and cognition.
14. Judge whether a person is asleep on the basis of an EEG signal and explain how EEG can be used to diagnose sleep disorders.
15. Provide a balanced overview of the possibilities and challenges for the application of EEG technology (1) in the diagnosis and therapy of disorders such as epilepsy, attention disorders and dementia, and (2) for controlling machines or computers with your thoughts.

Course content
The course aims to provide you with theoretical knowledge of how the human neurophysiology and cognition can be studied with current techniques. In addition, an important component of the course is to teach you how to perform recordings on normal human subjects using high-density electroencephalography (EEG) and relate the electrical signal of the brain to cognition. The emphasis is on non-sensory cognitive experiences such as "daydreaming". Through a competition early in the course, students agree on an experimental paradigm in which this type of cognition can be influenced and you will record, analyze and present both data on EEG and cognition at the end of the course. The importance of non-stimulus driven brain activity and cognition for brain-related disorders such as depression, dementia, insomnia or attention deficit and hyperarousal disorder (ADHD) is discussed.

Form of tuition
Lectures, lab and computer practical, plenary discussions, and presentations.

Activity (approximate number of study hours)
Lectures (16)
Reading (35)
Lab experiments (5)
Data analysis in computer rooms (30)
Group discussions (16)
Plenary discussions (8)
Poster preparation (24)
Preparation for exam (34)

Total study load = 168 hours

Type of assessment
Group presentation (10%), individual poster presentation (40%), and written exam (50%).

Course reading
PowerPoints with supporting text below the slides and a reader authored by the coordinator.

In addition, the following background or scientific articles are used:

Yang C-M, Han H-Y, Yang M-H, Su W-C, Lane T. 2010. What subjective experiences determine the perception of falling asleep during sleep onset period? Consciousness and Cognition 19:1084–1092.

Raichle M. 2010. The brain's dark energy. Scientific American Magazine 302(3):44–49.

Killingsworth, M. A., Gilbert, D. T. 2010. A Wandering Mind Is an Unhappy Mind. Science, 330:932.

Intermediair. 2007. Neurofeedback - 'Uw brein doet de rest'

Intermediair. 2009. Brein in ruste verstookt veel energie aan dagdromen

Volkskrant. 2011. Ook in rust gonst het brein van activiteit

Entry requirements
none

Recommended background knowledge
none

Target group
Second year BSc Gezondheid en Leven, Bio-medische Wetenschappen, or Biologie.

Remarks
This course is recommended for students wishing to do their internship at CNCR.
This course is recommended for students wishing to follow the Research Master of Neurosciences.
Maximum number of participants: 130.
Guest lecture on "Sleep and insomnia" by Prof. Dr. Eus van Someren (Department of Sleep and Cognition, Netherlands Institute for Neuroscience; Department of Integrative Neurophysiology, Center for Neurogenomics and Cognitive Research, VU University Amsterdam).

Human Resource Development

Course code	P_BHRDEVE ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. N.K. Lehmann-Willenbrock
Examinator	dr. N.K. Lehmann-Willenbrock
Teaching staff	dr. N.K. Lehmann-Willenbrock
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 Resources Management

Course code	E_IBA2_HRM (61632030)
Period	Period 3
Credits	3.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. B.R. Spisak
Examinator	dr. B.R. Spisak
Teaching staff	dr. D.A. Driver-Zwartkruis
Teaching method(s)	Lecture, Response class
Level	200

Course objective
- Introduce students to HRM concepts, principles, and practices;
- Heighten students' awareness to the inter- relationship of employee development and organizational goals ;
- Assist students with applying relevant HRM concepts, principles to actual workplace situations;
- Further develop students' presentation and job interview skills

Course content
Human Resource Management is the design of formal systems in an organization to ensure the effective and efficient use of human talent. These formal systems should generate activities that involve the utilization and development of an organization's resources which include: personnel, technical equipment and policies. Thereby, an organization is equipped with essential elements to increase both the individual and the organization's potential to achieve stated goals. In this course special attention is given to the service industry.

Form of tuition
Lectures, and response/discussion forum

Type of assessment
one multiple- choice examination (weight is 100 %)

Course reading
- Noe, R. et al. (2011). Human Resource manaingement: Gaiing a Competitve Advantage, 8th edition. Boston. McGraw-Hill.
- Additional literature provided by the coordinator.

Entry requirements
HRM is a second year required course; therefore the pre-requisite is that students have successfully completed at least 39 ECTs of the first year.

Recommended background knowledge
See entry requirements

Remarks
Attend all scheduled classes for successful completion of the course.

Human Rights and Migration: Citizenship

Course code	R_HumRC (200995)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	C.H. Slingenberg
Examinator	C.H. Slingenberg
Teaching staff	Y. Arbaoui, J. Sondergaard, T.K. Last, dr. T.E. Baird, dr. P. Cuttitta
Teaching method(s)	Tutorial
Level	300

Course objective
The purpose of this course is that you after taking this course will be able to:
- Analyse and evaluate the multi-faceted and changing character of citizenship and nationality;
- Recognise and explain the variety of rights that are connected to (European) citizenship and/or national membership;
- Describe and analyse the meaning of illegal or irregular residence

status for enjoying material (welfare) rights;
- Critically engage with the concept of ‘integration’ and analyze the assimilationist shift of mandatory integration measures;
- Formulate and answer a relevant research question on human rights and migration;
- Find relevant literature, case law and/or other relevant sources in order to answer this research question;
- Write down your answer to your research question in a clear and well-structured way;
- Cooperate with a fellow student in writing a paper.

Course content
What is a citizen? Which rights do migrants have? These are seemingly simple questions, but sometimes while migrants enjoy all kinds of civil rights, some citizens feel treated as aliens. In this course we investigate which rights can be invoked by nationals and by migrants. We will address the different understandings of citizenship and nationality, European citizenship, the difference that having or not having national membership makes, the possibility of being joined by family members from abroad, and the concept of ‘integration’.

Type of assessment
Written exam and paper

Course reading
Will be announced on Blackboard.

Entry requirements
Entry requirements students Bachelor's degree programme Law (Rechtsgeleerdheid):
- only open for students who have passed all the courses of the first bachelor year.

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 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

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

Communicatieve vaardigheden
-schriftelijk presenteren van een (juridisch) betoog in correct en helder Nederlands

-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

Human Rights and Migration: Current Issues

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

Course objective
Course objectives are:
- Familiarizing yourself with an article/film/documentary about a social issue in migration law
- Giving an oral presentation at an academic level
- Participating in an academic discussion
- Developing and expressing your own opinion on an article/film/documentary about a social issue (in oral and written form)

Course content
The current topics will be announced on blackboard. Previous topics were: family reunion, non-refoulement, immigration detention, trafficking & smuggling.

Type of assessment
Presentation, assignment and participation in the discussion during the tutorial.

Course reading
Will be announced on Blackboard.

Entry requirements
Entry requirements students Bachelor's degree programme Law (Rechtsgeleerdheid):
- only open for students who have passed all the courses of the first bachelor year.

Remarks
A maximum number of 16 students may participate in the tutorials of the course.

The following course objectives are only available in Dutch:

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

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

Human Rights and Migration: The Border

Course code	R_HumRB (200996)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	prof. mr. H. Battjes
Examinator	prof. mr. H. Battjes
Teaching staff	prof. mr. H. Battjes
Teaching method(s)	Tutorial
Level	300

Course content
The following topics will be addressed in the course:

- Internal borders;
- External borders;
- Asylum;
- Detention;
- Justification of borders.

Form of tuition
Lectures - overview of materials and knowledge.
Tutorials & excursion - connect law to social reality.

Participation in the weekly assignments, tutorials and excursion is compulsory.

Type of assessment
The course will be assessed by the following components:

- Scheduled written examination.
- Paper(s).
- Participation in excursion.

The weekly assignments are a requirement for being allowed to do the written examination.

Course reading
- P. Boeles et al: European Migration Law, Antwerp: Intersentia 2009, ISBN 978-90-5095-953-7 (This book is available at the VU Boekhandel at a reduced student price).
- Additional materials to be published on Blackboard.

Human-Computer Interaction

Course code	X_400432 (400432)
Period	Period 6
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. L.M. Aroyo
Examinator	dr. L.M. Aroyo
Teaching staff	dr. L.M. Aroyo
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
Learn the fundamental concepts of human-computer interaction and user-centered design through hands- on experience in course projects, and supported by lectures and practicum sessions. Learn to evaluate and design useable and effective graphical user interfaces for interactive systems.

Course content
The lectures in this course will discuss and present examples of concepts and methods in the field of human- computer interaction. The course will outline general usability challenges associated with existing case studies. It will also cover in detail the most important methods used in requirements gathering, iterative testing of interfaces, and summative evaluation phases of the user-centered design process. In practicums students will be able to practice the use of relevant methods within the context of the the case study systems. Some of the topics covered in the course are: User Needs Analysis, Conceptual Design, Mockups and Prototypes, Usability Evaluation of Prototypes.

Form of tuition
Lectures, practice sessions

Type of assessment
Course assignments and examination.

Course reading
- User Interface Design and Evaluation by Debbie Stone, Caroline Jarrett, Mark Woodroffe, and Shailey Minocha, ISBN 978-0-12-088436-0 (required)
- Lecture notes and study guide in http://bb.vu.nl

Target group
2I, 2IMM, 2LI

Hydrology of The Netherlands

Course code	AB_450085 ()
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. R. Lasage
Examinator	dr. R. Lasage
Teaching staff	dr. J. Groen
Teaching method(s)	Computer lab, Seminar, Excursion
Level	300

Ideals in Education

Course code	P_BIDEALO (823027)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	prof. dr. D.J. de Ruyter
Examinator	prof. dr. D.J. de Ruyter
Teaching staff	prof. dr. D.J. de Ruyter, dr. C.J. van Kruistum
Teaching method(s)	Lecture
Level	300

Course objective
Knowledge of and insight into the role, function and the importance of ideals in education.

Course content
Ideals are important for persons. Ideas about perfect or excellent situations and characteristics of persons, in other words ideals, provide meaning and direction to people’s lives and they have a strong motivating power. Think for instance of the ideal of global justice, a perfect body, a reliable friend or a conscientious person. However, ideals can also be dangerous, because they can lead to radicalization and loss of self-respect.

What can educators do to ensure that ideals are primarily advantageous for youngsters and society? Do parents and teachers have an influence on the ideals that youngsters pursue and should education have an influence at all?

The lectures and seminars address three topics. We begin with a discussion about the meaning of ‘ideals’. After this conceptual clarification, we will address the normative questions mentioned and will weigh the pessimistic views against the optimistic ideas. On the basis of this information, we will discuss educational questions with a focus on the normative question if ideals may play a role in education and which ideals may be included.

Form of tuition
Lectures, Seminars and Blackboard.

Type of assessment
Exam and group essay. All students may write an individual essay, but PMC students are especially encouraged to do so. The group and individual essay differ in size. Moreover, it has to be clear what the respective contribution of the students to the group essay is. The exam and essay both have to be graded with at least a 5,5. The final grade is based on the division 2:1. Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
(among others):
- Berlin, I. (1990). The pursuit of the ideal. In: H. Hardy (ed.), The crooked timber of humanity. Chapters in the history of ideas (pp 1-19). London: John Murray.
- Frankfurt, H.G. (1999). Necessity, volition and love. Cambridge: Cambridge University Press. (Chapter 9)
- Halpin, D. (2003). Hope and education. The role of utopian imagination. London: Routledge Falmer.
- Hansen, D.T. (2000). The place of Ideals in Teaching. PES-yearbook 2000, 42-50. http: //www. ed. uiuc. edu/EPS/PES-yearbook/2000/hansen%2000. pdf
- Rescher, N. (1987). Ethical Idealism. An inquiry into the nature and function of ideals. Berkeley/Los Angeles/London: University of California Press. (Chapter 6)
- Ruyter, D.J. de (2007). Ideals, education and happy flourishing, Educational Theory, 57 (1), 23-37.
- Sandel, M.J. (2007). The case against perfection: ethics in the age of genetic engineering. Cambridge, Mass: Belknap Press of Harvard University Press. (Chapters 3 and 5).
- Stoeber, J. & Rambow, A. (2007). Perfectionism in adolescent school students: Relations with motivation, achievement and wellbeing, Personality and Individual Differences, 42, 13791389.
- Zenter, M. & Renaud, O. (2007). Origins of adolescents’ ideal self: An integrated perspective, Journal of personality and social psychology, 92 (3), 557574.

Remarks
Dit vak is vanaf 2013/14 in de opleiding Universitaire Pabo verplaatst naar het derde studiejaar. Studenten die het vak in 2012/13 of eerder hebben gevolgd, maar niet succesvol hebben afgerond, kunnen het vak volgen, samen met de derdejaarsstudenten van de Universitaire Pabo.

Identity and Diversity in Organizations

Course code	S_IDO ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Examinator	F. ten Holder MSc
Teaching staff	F. ten Holder MSc
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
The aim is to develop insight in identity and diversity related processes of in/equality and in- and exclusion in organizational life. The goal is to provide students with the analytical instruments to analyze and assess 'what is going on' in organizational settings in which identity and diversity, as reflections of societal developments, prevent or enable people from full participation.

Course content
This course is part of the minor Organizational Culture and the minor Frontiers of Multicultural Societies. Within these minors, this course explores the interplay between identity and diversity within organizations. Identity and diversity are ever more salient themes within organizations. Various approaches of identity in organizations provide different perspectives on how diverse identities relate to each other within organizational settings. Some focus on the processes of sense making, others focus on the notion of power in relation to identity in order to understand processes of in- and exclusion within organizations. Ethnicity, gender, physical condition, and age are explicit categories that could become sources of exclusion. Background, class, and education play a role in a more implicit sense. There are various reasons for organizations to become inclusive of diversity. It is commonly believed that if diversity is managed well, it could increase creativity by broadening the scope of organizations. Yet, organizations are also open arenas in which societal and global discourses of otherness and exclusion are reproduced and practiced. These processes of in- and exclusion are sometimes explicit but mostly implicit and hard to trace because they are embedded within organizational culture and taken for granted in social practice. In this course, an overview of theoretical perspectives related to identity and diversity issues will be provided, with specific attention to concepts such as power and discourse. These theoretical perspectives are used to engage with several societal discussions such as affirmative action and the introduction of quotas. Students will be challenged to reflect upon their own positioning in relation to these theories by preparing case studies in subgroups.

Form of tuition
Lectures, guest lectures, and group presentations.

Type of assessment

30% of the grade for the course is based on group assignments: a group presentation and a group essay. A written exam count for the remaining 70% of the grade.

Course reading
Journal articles and book chapters. Students do not need to purchase a text book.

Target group
Students of the Minor Organizational Culture, students of the Minor Frontiers of Multicultural Societies and exchange students.

Identity, Ethnicity and Nationalism

Course code	S_IEN ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. E.W. Bal
Examinator	dr. E.W. Bal
Teaching staff	dr. E.W. Bal
Teaching method(s)	Lecture, Study Group
Level	200

Course objective
Students will be familiarized with academic debates about ethnicity, diversity, nationalism, power, and the politics of identity – central concepts in many anthropological and sociological studies. Even though many people consider ethnicity and the nation ‘hard facts’, as academic concepts they are vague and controversial. Students learn to critically assess these issues that are so central in many people’s lives, to avoid falling into a pitfall of essentializing.

Course content
The concepts of ethnicity, identity, diversity, (trans)nationalism, power, and the politics of identity are much discussed in anthropology and sociology. They refer to processes of community building and belonging, and to power struggles that we can witness all over the world and in a wide variety of situations. Students will acquire a thorough theoretical knowledge and critical understanding of these concepts and phenomena. How are identities socially constructed? How are identities being used? How do they play a key role in power relations? Students assess the symbolic and political dimensions of ethnicity and nationalism, and the way they are articulated in all kinds of situations. The course also addresses various topics in relation to ethnicity such as the politics of identity, transnationalism, and migration flows, (violent) conflicts, indigenous self-organization, politics of religion, and the role of modern media in political processes.

Form of tuition
Lectures, films, discussions, buzz groups

Course reading
To be announced

Target group
Mandatory course for 2nd year BSc SOC and Premaster's programme in SCA; elective course for 2nd year BSc CAO; optional course for 2nd and 3rd year Bachelor's students and students of the Exchange Programme.

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

Imagining the Dutch: themes in Dutch History

Course code	L_GCBAALG004 ()
Period	Period 4+5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. D. van der Maas
Examinator	dr. D. van der Maas
Teaching staff	dr. D.B.R. Kroeze, F.H. Sysling MA
Teaching method(s)	Lecture
Level	200

Course objective
Learn about the characteristics and dilemma's of Dutch national history (writing) 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
In recent years there has been an international revival of interest in national history, national history writing and nationalism both among historians and the public in the Netherlands. Several important questions arose, such as: Who are the Dutch? What are the Netherlands? What is typically Dutch about Dutch history (writing)? And how should we deal with these questions from a historical and academic perspective?

The lectures of the course focus on themes and periods in Dutch (early) modern history and will cover a wide range of topics such as the history of Dutch polders, democracy and 'pillarization'. Central to the lectures is the question how unique or common Dutch history actually is, by focusing both on important events and periods in the history of the

Netherlands, as well as on concepts and on debates in (Dutch) historiography (= the history of history writing).
Discussion among students about the lectures and course literature is part of the course. Therefore students have to read literature in advance.

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

Type of assessment
Written Exam

Course reading
To be announced on Blackboard

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).

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 (Let)
Coordinator	dr. D. van der Maas
Examinator	dr. D. van der Maas
Teaching staff	dr. D.B.R. Kroeze, F.H. Sysling MA
Teaching method(s)	Lecture
Level	200

Course objective
Learn about the characteristics and dilemma’s of Dutch national history (writing) 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
In recent years there has been an international revival of interest in national history, national history writing and nationalism both among

historians and the public in the Netherlands. Several important questions arose, such as: Who are the Dutch? What are the Netherlands? What is typically Dutch about Dutch history (writing)? And how should we deal with these questions from a historical and academic perspective?

The lectures of the course focus on themes and periods in Dutch (early) modern history and will cover a wide range of topics such as the history of Dutch polders, democracy and ‘pillarization’. Central to the lectures is the question how unique or common Dutch history actually is, by focusing both on important events and periods in the history of the Netherlands, as well as on concepts and on debates in (Dutch) historiography (= the history of history writing).

Discussion among students about the lectures and course literature is part of the course. Therefore students have to read literature in advance.

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

Type of assessment
Written Exam

Course reading
To be announced on Blackboard

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).

Individual Processing of Media

Course code	S_IPM ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. A.L. Eden
Examinator	dr. A.L. Eden
Teaching staff	dr. T. Hartmann, dr. J. Veldhuis, dr. A.L. Eden, dr. B.K. Johnson
Teaching method(s)	Lecture, Study Group
Level	200

Course objective
After successful completion of this course, student will be able to
- Define and describe recent developments in media use and entertainment from an individual (psychological) perspective;
- Reflect and critically analyze relevant research questions, testable hypotheses, and methodology from an individual use perspective
- Identify and compare argumentation in evaluating research results,

discuss open questions and new perspectives in media-related research.
- Successfully apply for the Master track Media Psychology.

Course content
The course Capita Selecta ‘Individual Processing of Media’ covers six weeks of two lectures a week during which a selection of up-to-date research dealing with individual response and processing of media is discussed. Each lecture has its own topic about which an overview and the most recent state of the art will be provided. We will especially focus on in-depth theorizing on each particular topic and discuss the methodology with which it has been studied thus far, critically reflect on results obtained and conclusions drawn.

The Capita Selecta ‘Individual Processing of Media’ further builds on what you have learned in previous years in your bachelor study, in particular during the 1st and 2nd year Bachelor Communication Science courses "Interpersonal Communication", "Media and Entertainment", and "Health -and Risk Communication". Lecturers from these classes (and possibly also other lecturers of guests) will elaborate on specialized and most recent research themes about which they are passionate to further pursue their efforts in studying related phenomena. Generally, the selected topics and themes will relate to actual issues that are currently debated among the public, being socially or scientifically relevant (topics may vary per year). Within each area, specific topics or subjects will be offered during the lectures. For this year, topics may include the following: Interpersonal uses of social media, non-verbal communication, irony and humor, individual differences in media choice, narrative persuasion and learning from fiction, stereotypes, and media as source for aesthetic (body image) and moral standards.

Form of tuition
Lectures and in-class exercises.

Type of assessment
Assessment consists of an individual paper-pencil examination and online assessments of reading comprehension. Short in-class exercises may also be counted.

Course reading
The obligatory literature will include published journal articles and chapters. These will be available prior to each lecture on BlackBoard and via online databases.

Target group
3rd year bachelor students, exchange students; especially those who are interested in the Master track Media Psychology.

Remarks
The class will be entirely in English, including all lectures, correspondence, assessments, and assignments. Foreign exchange students are very welcome. Having completed the 1st and 2nd BA of Communication Science is very helpful, especially having passed the courses "Introduction to Communication Science (S_CW)", "Interpersonal Communication (S_IPC)", "Health and Risk Communication (S_RGC)" and "Media and Entertainment (S_ME)".

Infectious Diseases and Vaccine Development

Course code	AB_1046 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	prof. dr. J.F. van den Bosch
Examinator	prof. dr. J.F. van den Bosch
Teaching staff	dr. D.R. Essink, prof. dr. J.F. van den Bosch
Teaching method(s)	Lecture
Level	300

Course objective
Acquire basic knowledge and insight in
• Infectious diseases, diagnosis, vaccines, vaccination and vaccine immunology
• Control strategies for infectious diseases of public health interest
• The history and future of the Dutch national vaccination program
• Vaccines in International Public Health and the role of international organizations
• Vaccine Research & Development, Production and Quality Assurance
• Regulatory aspects in vaccine development, production and safety monitoring
• Public opinions, communication and scare stories
• Vaccination policies for special groups such as of travelers, immigrants, refugees, soldiers, and women during pregnancy and lactation

Acquire skills in analyzing and presenting a vaccine and vaccination strategy for one specific infectious disease (group assignment)

Participate in discussions on vaccination strategies and policies.

Course content
This course gives insight into the past, current and future preventive health care concerning control of infectious diseases with a focus on vaccination. It will be a mixture between biomedical sciences and health policy and management.
First, we will refresh your knowledge on infectious diseases and immunology as the basis for vaccinology. Diagnostics, essential for testing of vaccine efficacy and prevalence of diseases, are also discussed. We further focus on the research & development and manufacturing of vaccines, including quality control and quality assurance. The safety monitoring of vaccines will get special attention.
We will address a number of infectious diseases that can be prevented by vaccines in national and international context. Hence the Dutch National Vaccination Program will be discussed in detail, as will the role of vaccines in International Public Health. We will analyze the Dutch vaccination program and the role of key actors such as the government, the Dutch Health Council and the National Institute of Public Health and Environment (RIVM). The future outline and challenges of the Dutch vaccination program are discussed in detail, including how public opinion affects vaccination policies.
To put acquired knowledge into practice, all students will be involved in a group assignment, studying one particular vaccine against a specific infectious disease. The results of these group assignments are to be reported in a presentation and a written report.

At the end of the course students will get the opportunity to visit the Vaccine Unit of the RIVM in Bilthoven, for discussion on specific subjects of interest with scientists involved with the implementation of the Dutch vaccination program.

Form of tuition
Lectures, group assignment, presentation, essay, discussion, excursion, self-study
The group assigment is compulsory.
Contact hours: lectures 18 hrs; plenary group work 4 hrs; excursion 8 hrs; self-study approx. 80 hrs.

Type of assessment
Individual exam (80%) and group assignment presentation and report (20%). Both parts must at least be sufficient (6 or higher)

Course reading
N. Garçon et al (Eds.), 2011. Understanding Modern Vaccines; Perspectives in Vaccinology. Elsevier.

H. Houweling et al. 2010. Criteria for Inclusion of Vaccinations in Public Programmes. Vaccine 28: 2924-2931.

Lecturers may make further readings available on Blackboard.

Recommended background knowledge
Basic knowledge about the pathogenesis of infectious diseases, including microbiology and immunology

Target group
Part of the minor Biomedical and Health Interventions. Optional course for a variety of minors, highly recommended for students that consider following the master Management Policy Analysis and Entrepreneurship or the master specializations International Public Health or Infectious Diseases.
This minor course requires a minimum of 25 participants to take place.

Registration procedure
Enrollment through Black Board.

Remarks
Guest Lecturers:
Dr. Hans Rümke (LAREB)
Prof Dr Pieter van Thiel (Center for Tropical and Travel Medicine, AMC)
Dr Hans Houweling (Gezondheidsraad / Dutch Health Council)
Various scientists at RIVM (Bilthoven) during site visit

Information and its History

Course code	L_GABAALG201 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. C.M. van den Akker
Examinator	dr. C.M. van den Akker

Teaching staff	dr. J.H.M. de Waardt, dr. A.L. Tervoort, dr. C.M. van den Akker, prof. dr. C.A. Davids
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
After the course students will be (1) acquainted with key institutions producing and disseminating information such as the library, the monastery, the book trade, the archive and the university; (2) able to historicise these institutions and their associated communities of learning; (3) familiar with the type(s) of information each of these institutions produces and the way it orders and classifies the world; (4) able to understand the changes information production and dissemination undergoes as the result of information and communication technology.
After the course students will be (1) able to present and discuss recent developments concerning institutions of knowledge distribution in relation to information and communication technology; (2) prepared to study practices in e-humanities research as taught in the second semester.

Course content
Information has been produced, stored, classified, formalised, and communicated throughout the ages. This links the famous library of Alexandria to present day Silicon Valley. In this course the institutions and communities of learning associated with information production will be studied. Here one should think of institutions such as the library, the monastery, the book trade, the archive, and the university. Studying these institutions as information and communication centres allows us to historicise the advent of information and communication technology. Students will discuss and present their views on information production and dissemination in history and its current transformation.

Form of tuition
Lectures and seminars.

Type of assessment
Written exam (75%), oral presentation and participation at the seminars (25%).

Course reading
Ian McNeely en Lisa Wolverton, Reinventing knowledge. From Alexandria to the Internet (New York 2008) & Anthony Grafton, Worlds Made by Words: Scholarship and Community in the Modern West (2009).

Entry requirements
A positive BSA.

Target group
Second year History students; second year students Communication and Information Studies; other interested students.

Remarks
Attendance to classes is mandatory. This course is a prerequisite to follow the fourth course in the e-humanities specialization (e-humanities and historical research).

Information Retrieval

Course code	X_400435 (400435)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Teaching staff	P.T. Groth
Teaching method(s)	Lecture, Seminar,
Level	300

Course objective
Build understanding of the working of search engines. Learn to create your own search engine.

Course content
information retrieval methodology, evaluation statistics, term indexing, boolean retrieval, vector space models, language models, Heaps' law, Zipf's law, tokenization, lemmatization, PageRank, HITS, text classification, text clustering, relevance feedback, query expansion, latent semantic indexing, Lucene, WEKA

Form of tuition
Lectures and practical work

Type of assessment
Twee tentamens, drie inleveropgaven, becijfering van vragen voorafgaand aan ieder college

Course reading
Introduction to Information Retrieval

Entry requirements
Programming skills will be an advantage.

Target group
Dit vak is onderdeel van de minor Deep Programming, de minor Web data & Services.

Integration: Business Plan

Course code	E_IBA2_IBP (61662010)
Period	Period 6
Credits	3.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	drs. A.C. Guldemond
Examinator	drs. A.C. Guldemond
Teaching staff	drs. A.C. Guldemond
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
The course Business Plan is an integration project. Aim of the course is to revisit and integrate theoretical concepts of all previous courses by means of writing a business plan for a business. And have interviews with entrepreneurs about business plans.

Course content
Theory of all previous IBA courses.

Form of tuition
There will be two lectures in total. Students will be working in teams assistance will be provided through Blackboard.

Type of assessment
Paper and presentation

Course reading
Course Manual on Blackboard and literature from all previous IBA courses

Entry requirements
Students have to be familiar with all (first and second year) IBA courses.

Intelligent Systems

Course code	X_401086 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. K.S. Schlobach
Examinator	dr. K.S. Schlobach
Teaching staff	dr. K.S. Schlobach
Teaching method(s)	Lecture, Seminar, Practical
Level	200

Course objective
This course gives an overview over the theory and practice of Intelligent Systems, systems that perceive, reason, learn, and act intelligently.
Students will acquire practical skills in developing intelligent systems building on a thorough understanding of well-understood Artificial Intelligence approaches, including Knowledge Representation, Machine Learning, Multi-Agent Systems and Planning.

Course content
The course will provide an in-depth understanding of classical AI problems and approaches, such as search, knowledge representation, machine learning, etc., by deepening the theoretical understanding and ability to apply those techniques in practice.

Form of tuition

The course will be centered on the practical task of designing intelligent agents that perform in a challenging competition against other agents and humans.
There will be 12 lectures in the first 3 weeks, a number of practical sessions in a lab, and a significant amount of self-study, both to familiarise oneself with the AI theory and methods, and to program an Intelligent System using those methods.

Course reading
Russell, Norvig: Artificial Intelligence: A Modern Approach. 3rd Edition.

Target group
2CS, 2LI, 2IMM

Intercultural Communication

Course code	S_IC ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. F.J. Companjen
Examinator	dr. F.J. Companjen
Teaching staff	dr. F.J. Companjen
Teaching method(s)	Lecture
Level	200

Course objective
To gain knowledge of theories of, and different perspectives on, intercultural communication between people in organizations.

Course content
Theories of intercultural communication will be discussed at three levels:
- the general level of 'culture'; the pro's and con's of cultural dimensions, functional versus interpretative perspectives, etc.
- the group level (identities, in and out-group communication)
- the individual level (imagery, power and negotiation)

Theories will be illustrated with examples from organizations and the South Caucasus.

Form of tuition
Lecture

Type of assessment
Multiple Choice exam, take-home question(s).

Course reading
A reader Intercultural Communication will be available.

Target group
Bachelor students in Communication Studies, Cultural Anthropology, students in the minor

Organizational Culture, and exchange students.

International Arbitration

Course code	R_Int.com.ar (200953)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	dr. J.J. van Haersolte-van Hof
Examinator	dr. J.J. van Haersolte-van Hof
Teaching staff	dr. J.J. van Haersolte-van Hof
Teaching method(s)	Reading
Level	400

Course objective
The objectives of this course are to promote academic education and to encourage critical and independent thinking. Upon completion of the course, the student will be able to practice professionally in the field of arbitration. To this effect, the course discusses realistic problems so that students will be able to resolve such legal problems on a sound theoretical and pragmatic basis.

Course content
The focus of the course is on commercial arbitration. There will be some discussion of procedural aspects of international investment arbitration. Students are expected to be familiar with basic concepts of private international law.
The course focuses on a combination of practical and theoretical issues. While some elements are taught on a structured, theoretical setting (i.e. the workings of a typical international arbitration law), other components of the course are taught on the basis of practical, real-life, examples (such as drafting appropriate arbitration clauses).

Type of assessment
Written exam and paper

Course reading
Redfern and Hunter on International Arbitration, Student Version

Remarks
OBJECTIVES

The Master’s graduate has thorough knowledge and understanding of the main areas of international business law.

The Master’s graduate understands the relationships between the main areas of international business law and recognizes which legal issues are involved and how these influence each other.

The Master’s graduate knows who the actors of the international business law environment are and how they interact with each other, while acknowledging legal and cultural differences. The Master’s graduate understands the role of governments and the horizontal economic relationships between them, the vertical relationship between them and

private business and, finally, the horizontal relationships between private companies. Consequently, the graduate discerns the legal position of various parties and understands how the conduct of these parties can influence legal positions.

The Master's graduate possesses analytical skills to apply acquired knowledge and insights to concrete problems in the area of IBL.

The Master's graduate 'translates' practical problems into legally manageable problems.

The Master's graduate can analyse and assess scholarly literature, case law and legal and policy documents and critically reflect upon them.

The Master's graduate shows evidence of an independent, critical attitude with regard to existing theories and knowledge.

The Master's graduate possesses the necessary knowledge of research methodologies in international law and the necessary research skills to independently prepare and carry out a jurisprudential study of some size. The Master's graduate can critically assess the value of research findings, draw conclusions from them and relate research results to theoretical debates within the domain and adjust them when necessary.

The Master's graduate should be able to analyse complex issues in relation to international business and make useful legal recommendations. A Master's graduate can formulate an independent and well-substantiated opinion on complex legal issues and take a substantiated position within the existing debates on various international business law topics.

The Master's graduate should have the ability to present orally and/or in writing the setup, research methodology, theoretical foundations and findings of their research to both experts and non-experts. The Master's graduate has a good command of English legal terms which are used within international business law.

The Master's graduate has a self-critical attitude that enables them to independently acquire new knowledge and to improve their analytical, research and communicative skills.

International Economics

Course code	E_EBE3_INTEC (60322050)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. W. Zant
Examinator	dr. W. Zant
Teaching staff	dr. W. Zant, prof. dr. W.W. Boonstra
Teaching method(s)	Lecture
Level	300

Course objective
- To provide students with a thorough understanding of the main debates in the field of International Economics, divided into Trade Theory and Policy and Monetary Theory and Evidence.
- After this course, students will be better able to understand academic articles on topics from International Economics published in academic journals including the Economic Journal, the Review of International Economics and the American Economic Revue.
- Students will be able to apply theoretical models from such academic articles to real-life problems and appreciate the breadth and scope of these models and their limitations.

Course content
The course is divided into two parts:

- International Trade Theory and Policy (dr. Jordaan)
- International Monetary Economics (B. Hobijn, PhD)

International Trade Theory and Policy includes topics such as globalisation, new trade theory, trade policies, foreign direct investment and the effects of trade on productivity at the level of the firm. International Monetary Economics covers subjects including exchange rate theory, exchange rate policy, exchange rate crises, liberalisation of capital flows and the financial crisis.

Form of tuition
The course will be given in the form of a series of lectures with separate hours devoted to exercises. Students are also expected to write an essay on one of the main topics of the course.

Type of assessment
essay
30 percent
written interim examination
70 percent

Course reading
- Study Guide International Monetary Economics 2007-2008. Which includes problems to be discussed in the classroom. The Guide is available on Blackboard
- Visser, H., The International Monetary Economics course book. 2006 or 2007 edition
- Reader International Trade Theory and Trade Policy.
- Additional handouts and/or Blackboard files
- Students are expected to read additional material

Entry requirements
Students are required to have a good working knowledge of Macroeconomics (including Money and Banking), Microeconomics and basic International Economics.

International Relations and Global Governance

Course code	S_IRGG ()
Period	Period 1
Credits	6.0

Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. N.A. de Graaff
Examinator	dr. N.A. de Graaff
Teaching staff	dr. N.A. de Graaff
Teaching method(s)	Lecture
Level	200

Course objective
- Acquiring knowledge of and insight into rival theories and approaches within the discipline of International Relations, their meta-theoretical foundations, and their application to contemporary international and global affairs;
- Acquiring knowledge of and insight into contemporary world politics based on a conceptual and theoretical toolbox as well as an overview of selected themes and issues, in particular regarding the relationship between interstate relations and the evolving system of global governance within the context of ongoing processes of globalization and transnationalization;
- Understanding how and why international and global politics affects national states and societies and thus acquire insight into the international and transnational dimension of the domestic and the European politics studied in other courses of the curriculum.

Course content
This course offers a comprehensive overview of the discipline and subject of International Relations (IR) and its main concepts and theories and approaches. Throughout, the course will be guided by the question to which extent, and how, the current process of globalization is changing the nature and content of world politics, approaching this question from the various competing theoretical perspectives that IR has to offer. Traditionally, the object of study for IR has been the conflict between and co-operation of sovereign states. This model is, however, increasingly regarded as outdated inasmuch as more and more non-state actors such as multinationals, NGOs and transnational social movements appear to play a prominent role in world politics. In addition, we can also observe transnational forms of regulation through international organizations and emerging structures of what is called ‘global governance’. The question has been raised whether in the face of these processes of globalization and transnationalisation, states have lost the sovereignty that used to be the basis of the international system. On the other hand, there are still many instances where state power is very visible. Indeed, recent geopolitical developments and events related to for instance the rise of China have also once more brought home the message that classical themes of interstate rivalry and international security have not lost their relevance in this new era.
In this course the focus will be on seeking to understand these questions from various theoretical lenses. Students will learn how different perspectives highlight different structures and different actors and processes, and how a deeper knowledge of these theories and their main concepts allows for a deeper understanding of the richness of IR and its relation to the rest of the social sciences, and of the complexity of today’s globalized world politics.

Type of assessment

Written Exam (70%)
Assignments(30%)

Course reading
T.B.A.

International Strategy

Course code	E_EBE3_INTST (60332020)
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. E. Klijn
Examinator	dr. E. Klijn
Teaching staff	dr. E. Klijn
Teaching method(s)	Lecture
Level	300

Course objective
- Gain theoretical knowledge in the field of international strategy
- Develop skills in translating the theory into practical solutions for a real life organization
- Gain theoretical knowledge in the field of international strategy
- Develop skills in translating the theory into practical solutions for a real life organization

Course content
The aim of the course is to provide students with the knowledge how they (as future managers) can coordinate an internationalization project within MNEs. This includes targeting and selecting new product/ service markets; evaluating, designing and implementing entry strategies; and dealing with issues related to the internationalization process such as knowledge transfer difficulties, and inter- and intra-firm relationships.

The course is designed in the following way:

Strategic analysis
- Globalisation and operating in an international market
Strategic choices
- Motives to internationalize and strategic alternatives for entering foreign markets
- Conditions to decide whether to establish international joint ventures vs. wholly owned enterprises?
- Location choices of foreign firms and host government policies
Strategic implementation
- Operating abroad: cultural and managerial implications.

Type of assessment
- Real life consultancy assignment for the board of directors of an international startup company where groups of students recommend the organization how to enter a specific international market by writing a business plan.
- Written essay of a topic of a student’s choice.

Course reading
Selection of academic articles focused on international strategy

Entry requirements
Professional attitude and determination.

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
Teaching method(s)	Lecture, Study Group
Level	200

Course objective
PLEASE TAKE NOTE: This is study guide information of the 2013-2014 academic year. Parts of the information may therefore be outdated.

At the end of this course students will be able to understand, describe and discuss:
• The specific characteristics of the Internet and the associated (legal) challenges;
• The actors involved in the field of Internet Governance along with their perspectives and interests;
• What potential solutions are offered and what their advantages and disadvantages are.

Course content
This truly interdisciplinary course shall focus on the (legal) challenges and problems introduced by and through the Internet. The course shall first identify the special characteristics of the Internet in an effort to demonstrate and discuss the associated challenges. Topics which will be covered in the course include (amongst others) privacy, internet freedom and cyber security. Besides identifying and subsequently discussing (legal) challenges, this course shall also describe what ‘solutions’, both legal and non-legal, are available and introduced by various actors involved in the field of Internet Governance. Therefore, the course shall cover various perspectives on who could or should govern the Internet and how, but also what can or should actually be governed on the Internet.

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

Type of assessment
The course will be assessed by the following components:

- A paper.

- A presentation.
- A project.

Course reading
To be made available on Blackboard before the start of the course.

Introduction Entrepreneurship

Course code	S_INTROE ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. I.A.M. Wakkee
Examinator	dr. I.A.M. Wakkee
Teaching staff	dr. I.A.M. Wakkee
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
After completing the course students will:
- Be familiar with the key concepts of the domain of entrepreneurship research.
- Have developed knowledge and insight into the core processes of entrepreneurship as the pursuit of opportunities.
- Have developed an understanding of the function and position of entrepreneurs and entrepreneurship in society.
- Have developed an understanding of different theoretical perspectives of entrepreneurship as a field of research.

In relation to the development of skills they have developed the ability to:
- Formulate arguments in group discussions.
- Critically reflect on the literature.
- Meet with and discuss entrepreneurship related topics with entrepreneurs in various sectors.

Course content
This course lies the theoretical foundation for the Minor programme. Students are introduced to the basic concepts of entrepreneurship (opportunities, entrepreneurial process, role of the entrepreneur in the entrepreneurial process) and different theoretical perspectives such as psychological and cognitive perspective, socio-cultural perspectives, economic and policy perspectives, behavioral and social network perspectives.

Form of tuition
Interactive lectures and workshops. Students prepare for the lectures by studying selected reading materials and by preparing a number of individual assignments or group based assignments such as preparing and analysing interviews with entrepreneurs and professionals working with entrepreneurs; analysing policy reports and conducting international comparisons.

Students are required to be present during all meetings, absence will

need to be compensated via additional assignments relevant to the topic of the lecture.

Type of assessment
Various practical/theoretical assignments throughout the course, final assignment: theoretical paper based on the study of an (auto)biography of an entrepreneur.

Course reading
To be announced

Target group
Students of the Minor Entrepreneurship, bijvakkers, exchange

Introduction to Biogeosciences

Course code	AB_1094 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. G.M. Ganssen
Examinator	dr. G.M. Ganssen
Teaching staff	dr. G.M. Ganssen
Teaching method(s)	Seminar
Level	300

Course objective
To understand the interaction between biosphere and geosphere.
Overall goal:
To gain experience in presenting in oral and written form. To give and receive criticism.

Course content
The five big extinctions.
Is the Anthropocene a new geologic period?
Extraterrestrial life, yes or no?
The role of extremophiles in Earth History.
Theory of Evolution, Darwin and followers.
Gaia.

Form of tuition
In a series of presentations by teachers in biology and geology important events in Earth history for the developments of life will be given.

In addition, the participants will choose subjects for oral and written presentation.

Literature study.

Type of assessment
Participation (min. 70% present), oral and written presentation of the chosen subject.

Course reading
Ppt slides from the presentations, literature provided by the teachers and chosen by the students

Entry requirements
Basic knowledge in geology and biology

Target group
3rd years students in geology and earth and economy, master students

Registration procedure
Via blackboard

Introduction to Environmental Sciences

Course code	AB_1105 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. ir. C.J.E. Schulp
Examinator	dr. ir. C.J.E. Schulp
Teaching staff	dr. A.J. Gilbert, dr. ir. C.J.E. Schulp
Teaching method(s)	Seminar, Lecture
Level	300

Course objective
The aim of this course is to provide students with the fundamental ideas and concepts in the field of environmental sciences and with some analytical tools needed for a considered reflection on the nature of environmental problems and its possible solutions.

After completing this course, the student is able to:
• Define and apply the concept sustainable development;
• Critically reflect on the root causes of the environmental crisis;
• Explain the causes and effects of air and water pollution, climate change, acidification and ozone depletion;
• Discuss the advantages and disadvantages of our main energy sources;
• Understand the relationship between exposure to pollutants and ecological and health risks;
• Critically reflect on the difference between development and growth;
• Discuss what environmental policy instruments can be effective in combating environmental problems.

Course content
Environmental science, as a discipline, combines aspects of the physical and biological sciences with issues from the social and political sciences. In this course, we will explore the concept of sustainability and how it relates to us, the scientific principles and concepts governing natural systems, human population and resource use, how to sustain the biodiversity of the earth, and how we use our energy resources. This course should prepare students to continue to develop their environmental knowledge through further coursework. Important features of the course include systems thinking and critical reflection.

Form of tuition
Lectures, making mindmaps, discussions. Number of contact hours is approximately 50 hours.

Type of assessment
1. One examination, grade must be at least 5.0 to pass (50%);
2. One concept map (in teams; 10%);
3. A presentation about a specific topic (in teams, 15%);
4. A presentation evaluation (in teams, 5%);
5. A short paper about a ‘question for critical thinking’ (in teams, 15%);
6. A paper evaluation (in teams, 5%)

Course reading
William Cunningham & Mary Cunningham (2011). Environmental Science: A Global Concern, 11th or 12th edition.

Target group
Students BSc Earth and Economics, students BSc Earth sciences (minor), other BSc students who are interested to take this course as an elective.

Introduction to Partial Differential Equations

Course code	X_401023 (401023)
Period	Period 4
Credits	3.0
Language of tuition	Dutch
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	prof. dr. J. Hulshof
Examinator	prof. dr. J. Hulshof
Teaching staff	prof. dr. J. Hulshof
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
The majority of physical phenomena can be described by partial differential equations. This module discusses these equations and methods for their solution. For first order equations we discuss the method of characteristics and the solution by methods of ordinary differential equations. For second order equations, in particular for the heat and wave equation we discuss the method of separation of variables. This ties in with the remarkable result of Fourier that almost any periodic function (i.e. one whose graph endlessly repeats the same pattern) can be represented as a sum of sines and cosines, called its Fourier series.

Course content
Classical examples - First order equations and characteristics. - d'Alembert's solution for the wave equation - Separation of variables for second order equations - Fourier Series - Fundamental solutions for heat and wave equation in one spatial dimension.

Form of tuition
Course and exercise class

Type of assessment
Written examen

Recommended background knowledge
Calculus and vector calculus, Gauss Divergence Theorem.

Target group
2N

Investments

Course code	E_EBE3_INV (60332090)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	T.C. Dyakov MSc BA
Examinator	T.C. Dyakov MSc BA
Teaching staff	T.C. Dyakov MSc BA
Teaching method(s)	Lecture
Level	300

Course objective
This course aims to make students familiar with the insights from investments and portfolio management theory. Students also have to be able to apply these insights in practical situations involving portfolio decisions and investment management for both individuals and institutions.

Course content
Investment decisions take a prominent role in everyday life. We can think of investment decisions taken by institutional investors (banks, insurance companies, pension funds, mutual funds), but also financial decisions taken by individual households (additional pension savings, saving for ones children's education (and how), buying a house, etc.) Investment theory is also strongly linked with risk management. The importance of sound decision making in this field has been underlined by recent experiences on financial markets, law suits involving complex financial products for retail clients, the debate about the (in)solidity of pensions, etc. The Investments course aims to provide an overview of the principles of investment analysis. A framework is developed that allows one to address a variety of (at first sight) completely different investment problems in a unified way. The theoretical underpinnings are developed from modern portfolio theory, with mean-variance optimization and the CAPM as key ingredients. The second component of the course deals with the empirical research for financial markets and the actual mechanisms driving these markets. Factor models for returns on financial products are very important here. The third component consists of valuation and risk attribution (including performance attribution) for individual financial products as well as portfolios of these products.

Form of tuition
Lectures and tutorial sessions.

Type of assessment
Written exam and Case work. Exam questions are meant to test the candidate's theoretical insight as well as analytical and computational skills. Case work is used to test students implementation skills in Excel of the material treated in the course. Correctly completing a minimum of case work is compulsory for obtaining a pass for this course. Guidelines are communicated via Blackboard at the start of the course.

Course reading
The course literature consists of detailed lecture slides to be found under Course documents on Blackboard. These will be posted weekly before each set of lectures. In addition to them, the textbook below is a compulsory reading material:
- Zvi Bodie, Alex Kane and Alan J. Marcus: Investments, McGraw Hill (8th edition)
As optional supporting material for the applied Excel work, I suggest the following books:
- Adair, Excel Applications for Investments (introductory book to Excel and its applications for investment problems).
- Mary Jackson and Mike Staunton, Advanced Modeling in Finance using Excel and VBA, Wiley Finance (advanced VBA applications and programming).

Entry requirements
The course builds upon prior knowledge in the 1st and 2nd year Finance courses (Finance 1.4, 2.2 and 2.4 for Economics students and Finance and Financial modeling 1.5 and Financial Management 2.4 for Financial Management students). For students coming from different programs or having a different background, this should correspond to mastering the concepts in the book of Braeley and Myers, Principles of corporate finance, chapters 1-15, 20-23, 27-30.

Remarks
The course is taught in English

Isotope Geochemistry

Course code	AB_1104 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	prof. dr. P.A.M. Andriessen
Examinator	prof. dr. P.A.M. Andriessen
Teaching method(s)	Seminar
Level	300

Course objective
Purpose: Understanding the basic principles of isotope geochemistry and to apply the fundamental principles to earth scientific processes. The course treats both radiogenic and stable isotope techniques. An important concept is to understand by working through exercises.

Course content
Radiogenic and stable isotopes are used widely in the Earth Sciences to determine the ages of the rocks and minerals, meteorites and archaeological objects, and as traces to understand geological and environmental processes. Isotope methods determine the age of the earth, help to reconstruct the climate of the past, explain the formation of the chemical elements in the Universe. Isotope geochemistry provides unique information of the evolution of our Planet Earth since 4.5 Ga ago and variations in the isotopic ratios are the clues to our understanding of the origin and history of gasses, liquids and solid material on Earth and the physical-chemical-biological processes that have been and still are active in our dynamic System Earth.
The course treats the following:
• Fundamentals of Radioactive and Radiogenic Isotope Geochemistry
• Geochronology: long-lived radioactive decay systems
• Radiogenic Isotopic tracers: evolution of Mantle, Crust and Sediments
• Geochronology: short-lived radioactive decay systems
• Stable isotopes: isotope fractionation and applications to Paleoclimatology

Form of tuition
Onderwijsvorm Lectures and classes for excercises, self-study. Total hours, including classes for excercises, is 51.75

Type of assessment
Toetsvorm: Exam and retake consists of two parts. Part 1(Andriessen) determines 2/3 and part 2 (Beets) 1/3 of the final mark.

Course reading
Literatuur: Syllabus Isotope Geochemistry (W. M. White) and additional teaching material on blackboard; exercises.

Entry requirements
Vereiste voorkennis Geochemistry for Earth Scientists; Introduction Inorganic Chemistry

Target group
Doelgroep: Third year Ba-students Earth Sciences and students following Minor Earth Sciences

Key Strategies in Disability and Neuropathy

Course code	AB_1045 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Teaching staff	dr. C.W.M. Dedding, R.M.H. Peters MSc, dr. J.W. Brandsma, prof. dr. J.T. de Cock Buning
Teaching method(s)	Study Group, Lecture
Level	300

Course objective
§ Gain insight into the issues and intervention strategies concerning common causes of disability, using neuropathy as a model
§ Gain insight into strategies for the prevention of disabilities and rehabilitation
§ Gain insight into ethical debates surrounding prevention of disability practices
§ Obtain insight into the most recent developments concerning stigma and discrimination of people with disabilities
§ Gain insight into various philosophical ideas about the meaning of disability and diversity: how do people experience disability, and what does this mean for the choices that matter (in management, policy and personal life)
§ Gain insight into how these ideas are influenced by innovations inthe field of biomedical sciences
§ Develop skills in participating in scientific discussions
§ Practice research skills during the problem-based learning sessions (formulation of research objectives, literature research, abstracting, summarising and giving feedback of findings)
§ Develop skills in formulating lines of argumentation in the form of an essay

Course content
This course starts with an introduction into the issues surrounding disability, using neuropathy (nerve damage) as a model. This would concern e.g. neuropathy caused by diabetes, leprosy, deafness, stroke and spinal
cord injury. The course reviews relevant interventions and various technologies used to address these health problems. During the course you investigate questions such as ‘How do different worldviews (including my own) influence how people see disability, ‘differentness’ and diversity? ‘What does an ideal world look like with regard to diversity?’ ‘What is the meaning of this for my own and other people’s lives?’ During the 20th century, developments and innovations in health and life sciences have resulted in an exponential growth in scientific knowledge about man, society and environment. The idea that we know who we are seems to increase, but is this truly the case? For example, what does a disability mean for our identity and our image of human nature? Innovations bring forth possibilities for new interventions and technological gadgets (e.g. bionic prosthetics, cochlear implants, microchips that enhance intelligence), but how do we select and use these? Who decides what is appropriate for whom, in particular in the majority world?

In this course you learn to reflect on various philosophical perspectives related to disability and diversity and think about your own perspective. These skills are applied while analysing interventions of various marginalised and stigmatised groups of people, such as people suffering from diabetes, leprosy, deafness, stroke and spinal cord injury. You
make a poster on a scientific topic of your choice that related to the course.

Form of tuition
Problem-based learning supported by lectures and a poster assignment
The programme comprises ~160 study hours.

Type of assessment
Participation in tutorial groups: 10%
Take-home examination, submitted electronically: 60%
Poster (presentation and background document): 30%

Course reading
See e-reader

Target group
Students within the minor Biomedical and health interventions

Remarks
More information: Dr Beatriz Miranda Galarza (b.mirandagalarza@vu.nl) or
Fiona Budge (f.m.budge@vu.nl).
Part of the minor Biomedical and health interventions.
This minor course requires a minimum of 25 participants to take place.

Knowledge Management

Course code	E_BK3_KM (61322100)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. M.H. Rezazade Mehrizi
Examinator	dr. M.H. Rezazade Mehrizi
Teaching staff	dr. M. Soekijad, dr. P.R. Tuertscher, drs. M. Prats Lopez, dr. ir. J.J. Berends, dr. M.H. Rezazade Mehrizi
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
After completion of this course, the student
- Has an in-depth understanding of the importance and implications of knowledge as the main organizational resource for knowledge- intensive organizations, such as those in the professional service industry
- Has the knowledge of central concepts, models, theories and empirical results related to the broad field of 'knowledge management' and acquire a critical yet integrated perspective on knowledge management
- Gains practical experience in conducting research, by participating in ongoing research projects, within the field of knowledge management and combine learning and doing research in small groups acting as 'communities of learners'
- Is able to formulate a research question by using relevant theories, operationalize and perform field work on the selected question, analyze data and to draw conclusions and implications by reflecting on related theories and identifying insights for practice; resulting in a report.

Course content
Knowledge is the most important factor in modern economy. This is widely recognized by researchers, policy makers and organizational practitioners. The importance of knowledge as the main production factor and main competitive resource has serious implications for management, leadership, strategy, technology, cooperation and coordination and (new) organizational forms, such as networks and virtual organizations.

Knowledge management is a field that focuses explicitly on this significant role of knowledge and its implications for management and organizations. The field has received attention as a new and promising perspective on organizations, finding connections with the multi-disciplinary field of Business Administration, such as marketing, organizational strategy, technology and innovation, human resources, and information technology. Topics that will be discussed are:
Understanding knowledge, its characteristics, and its types; How organizations can develop strategic decisions regarding their knowledge resources and knowledge dynamics; How knowledge can be created through internal practices (e.g., R&D and experimentations) and be acquired from external sources; How the appropriated knowledge is then organized, stored, and shared throughout organizational units and projects (e.g., through knowledge brokering, communities of practices and knowledge networks); How knowledge is used and reused to address organizational challenges and needs (e.g., for innovating and solving existing problems); How outdated/irrelevant knowledge is properly managed to not interfere with organizational dynamics (unlearning).

Form of tuition
(Guest) lectures and tutorials.

Type of assessment
Written individual examination (60 percent) based on the lectures and the compulsive reading material (book and articles). And a group research paper (40 percent) based on collaborative work in the tutorial.

Course reading
Reading list selected from multiple books and academic papers (provided on Blackboard)

Entry requirements
The students need to make sure that they agree with the requirements and conditions that will be provided in the course manual at least one month before the course starts.

Recommended background knowledge
The general knowledge of management.

Land Use Change

Course code	AB_1106 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. E. Koomen
Examinator	dr. E. Koomen
Teaching method(s)	Lecture, Computer lab, Seminar
Level	300

Course objective
The interactions between earth and economics that steer changes in land use are central to this course. Socio-economic processes, spatial policy and bio-physical conditions determine the way humans use the surface of

the earth. These driving forces are active at various scale levels and they are often interrelated, making the analysis of land-use change a complex issue. Moreover, changes in land use (in)directly affect the social and physical environment in which humans live, creating feedback loops in the dynamics of land-use change. In order to understand the mechanisms of change and the impact of policies, researchers and practitioners have turned their attention to formulating models that simulate land-use dynamics. These land-use change models help us to understand the characteristics and interdependencies of the components that constitute spatial systems. Moreover, they can provide valuable insights into possible land-use configurations in the future.

This course aims to provide insight in the most important forces that influence land-use dynamics and allows students to independently apply this knowledge to analyse actual changes, explain these and simulate potential future land-use patterns. Ample attention will be paid to the societal application of this knowledge in current spatial planning issues related to, for example, climate change, open space preservation and biodiversity.

Course content
Studies of land-use change incorporate concepts and knowledge from a wide range of disciplines. Geography, as a spatial science, contributes significantly to the understanding of land-use change whilst demography and economics help explain underlying trends. Model building relies heavily on mathematics and (geographical) information science, but also includes many elements from the softer sciences, such as management studies and environmental science. This course offers a cross-sectional overview of methods, tools and current research progress in the analysis of land-use change. See the course pages on blackboard for more information.

Form of tuition
The course consists of 9*2 hours of lecturing and 9*2 hours supervised practical sessions in which the analysis and simulation of land-use change will be practised. Outside these scheduled hours students will need additional time to finalise the assignments and independently read scientific literature. As the course only takes four weeks, students are expected to busy with it full time. Past experiences have taught that combinations with other activities often lead to the missing of deadlines and insufficient results.

Type of assessment
Written examination and active participation in the practical sessions. The assessment will be based on a written final examination (75%) and the marks for the practical assignments (25%). For each of these components students should at least obtain a mark of 5.0.

Course reading
Book: Modelling land-use change, Springer, ISBN 9781402064845 (paperback). Also available digitally through blackboard. In addition various scientific papers have to be read that will also be made available through blackboard.

Entry requirements
Some practical experience in using GIS-software is required.

Target group

This course is specifically intended for students in the third year of the Earth and Economics Bachelor programme, but is also open to others interested in the topic that have the appropriate prior knowledge.

Law of International Security

Course code	R_LIS ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	dr. mr. K.M. Manusama
Examinator	dr. mr. K.M. Manusama
Teaching staff	dr. mr. K.M. Manusama
Teaching method(s)	Lecture
Level	300

Course objective
The course aims at providing a concise and systematic treatment of the regulation of the use of force in international law and of the collective security system. At the end of the course students will be familiar with the main primary and secondary sources in this area, and able to understand the main legal issues related to the use of military force and international security.

Course content
The course deals with the regulation of force in international law and the collective security system established by the United Nations Charter and other regional agreements.
The first part of the course is intended to introduce students to the basic features and principles of the international legal order. It focuses on the subjects of international law (primarily states and international organizations), the rules governing their relationships and the consequences of violations of these rules.
The course then deals with the incremental process aimed at constraining the use of military force in international relations, which culminated with the general prohibition on the threat or use of force with the exception of the right to individual and collective self-defence.
It then describes the creation of the United Nations collective security system and discusses its main pillars, problems and achievements. It finally explores, from both perspectives, how the new types of conflicts – including most prominently those related to the fight against international terrorism – have challenged existing international rules and security arrangements, and to what extent these rules need to be reconsidered.
While the legal dimension of the course is clearly predominant, students may expect frequent insights on the question of collective security from the standpoint of international relations and politics.

Type of assessment
Take home exam

Course reading
Jan Klabbers, International Law, Cambridge University Press 2013.

Literature and Media

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

Course objective
The overarching aim of this course is to analyze the possibilities and limitations of various media. Students gain knowledge about the different ways in which literature and other media convey meaning, and how literature and other media connect to each other through mixed media, intermediality, and remediation. The Diary of Anne Frank, which has been translated in dozens of languages and has been retold through many different media since the 1940s, will function as the course's case study. By studying the many adaptations of the story of Anne Frank, students will gain in-depth knowledge about the Holocaust and the Second World War in Europe and the way in which those events have been remembered in cultural memory in especially the Netherlands and the United States.
The course teaches students to how to analyze visual texts in comparison to written texts). They will select their own individual project relating to a remediated version of the story of Anne Frank and present and write about this in English.

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

Form of tuition
Lectures and seminars

Type of assessment
Written exam, presentation, written essay

Course reading
Anne Frank, The Diary of a Young Girl. Hardmondsworth: Penguin Books, 2007. ISBN13: 9780141032009.

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

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

Target group
Students of Literature and Society; exchange students

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

Literature, Culture and Society

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

Course objective
This course trains students in the close reading of literary and critical texts from American, British and postcolonial traditions. Students learn about social and academic debates regarding the relationship between literature and society. They are able to critically reflect on the assigned texts.
Students practice with written and verbal presentations of their own research; are able to provide their peers with constructive feedback; study and discuss texts from a variety of cultural and historical backgrounds, and from diverse disciplinary angles.

Course content
Literary and other cultural texts have changed the way people think and look at the world for centuries. They reveal social injustices and societal ills, offering ideas and ammunition for social change, thereby helping people to imagine different, better realities. A single text may trigger an individual's struggle for emancipation, but also that of a group or a nation. This course will explore the important ways in which literary texts have contributed to societal change and have liberated people throughout the centuries up to the present.
The texts we discuss have instigated individual readers as well as collectivities to discover and become aware of injustices, unfairness and abuse. This course analyzes that process, using the following questions as leading threads in the discussions: Which rhetorical strategies employed in the texts evoke the readers' empathy and possible

agency? How do the texts simultaneously assist in emboldening the self, strengthening a nascent community and gaining acceptance from a wider audience? In which way do they balance realities that are already being lived and imagined possibilities that have yet to materialize? How do they interact with other expressions of the struggle for emancipation, by way of imitation, opposition, inscription, appropriation? And finally, how do they function within the communities that they have helped found, how are they remembered, recreated, redefined, and to what purposes?

Form of tuition
Lectures, seminars, practicums

Type of assessment
Attendance and participation; written essay; written exam; presentations

Course reading
To be announced in BlackBoard.

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

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

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

Literatures of the Anglophone Americas

Course code	L_ELBAELK305 ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. A.S. Raghunath
Examinator	dr. A.S. Raghunath
Teaching staff	dr. A.S. Raghunath
Teaching method(s)	Lecture
Level	300

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

Course content
Each week we shall look at a different aspect of diaspora through the study of short stories and prose narrative texts in conjunction with

postcolonial theories to explore the implicit and explicit challenges these writers pose. We shall also highlight the potential relationships and tensions between these very different texts and discuss the new ways in which these authors use literature to explore their new identities.

Form of tuition
Seminars

Type of assessment
essay and presentation.

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

Entry requirements
Finished first year.

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

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

Logic and Modelling

Course code	X_401015 (401015)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	drs. J. Endrullis
Examinator	drs. J. Endrullis
Teaching staff	drs. J. Endrullis, dr. C.A. Grabmayer MSc
Teaching method(s)	Lecture, Seminar, Practical
Level	200

Course objective
The course objective is to obtain a good knowledge and understanding of the most important logical systems: propositional logic, predicate logic and modal logic. The students learn to use these systems to model data, knowledge and actions. An important aspect of the course is the ability to reason using these logics and reason about these logics:
what can and what can not be expressed with a logic system, and what are the differences between the systems with respect to expressive power or the existence of decision procedures.

Course content
The focus of the lecture is on propositional logic and first-order predicate logic. We work with natural deduction as proof system. The relation between semantic and syntactic methods is important; the central keywords are correctness, consistency and completeness. Moreover, we pay attention to expressive power, for example when formulating queries. A fundamental tool, for this purpose, is the compactness theorem.

Algorithmically there the contrast between the decidability of propositional logic and the undecidability of predicate logic (for example, seen by a coding of the Post Correspondence Problem).

As a variation of the mentioned logics, we consider modal logic with Kripke models as semantics.

Form of tuition
Lecture, exercise classes and computer practicum.

Type of assessment
Exam, midterm exam and computer assignments.

Course reading
Michael Huth, Mark Ryan, Logic in Computer Science (tweede druk) Cambridge University Press, 2004 ISBN 0 521 54310 X

Recommended background knowledge
Logic and Sets (Logica en Verzamelingen)

Target group
2CS

Logic and Sets

Course code	X_401090 ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. S. Bhulai
Examinator	dr. S. Bhulai
Teaching staff	dr. S. Bhulai, dr. C.A. Grabmayer MSc
Teaching method(s)	Lecture, Seminar,
Level	100

Course objective
Introduction to the basic elements of logic and mathematics that are instrumental in computer science.

Course content
Mathematical subjects covered in the course include: sets, relations, orderings, equivalence relations, functions, mathematical induction. The logic part focuses in the first place on propositional logic: truth tables, boolean operators, functional completeness, logical puzzles, SAT-solving, logic circuits. In addition the student will learn to use

formulas of predicate logic to express mathematical properties and sentences from natural language.

Form of tuition
Lectures and exercise sessions.

Type of assessment
Two midterm exams and one written final exam.

Target group
1CS, 1LI, 1IMM

Logistics and Information Systems

Course code	E_IBA2_LIS (61652030)
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	drs. F.E.J.M. Derksen
Examinator	drs. F.E.J.M. Derksen
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
The objectives of this course are to:

- Get students acquainted with theories and concepts from both the fields of logistics and information systems, and explain and demonstrate how these theories and concepts interact.
- Demonstrate and explain that the interplay between logistics and information systems is determinant for the successful operation and design of modern value chains.
- Develop a multidisciplinary (Logistics and Information Technology) frame of reference that can be used to analyze, design and develop modern value chains.
- Develop the appropriate knowledge and skills to self- reliantly deepen knowledge on logistics and organizational information systems.
- Discuss wider (e. g. organizational, social) implications of logistics and business information systems.
- Enhance skills and competences in finding, selecting and judging relevant scientific sources.
- Apply results of scientific research to selected business cases.
- Develop skills in writing business expert reports.

Course content
This course aims at providing students with a solid understanding of the strategic role of contemporary supply chain management (SCM) and information systems (IS). Focus is not on providing an exhaustive overview of high level supply chain and IS concepts, but rather on identifying key drivers of supply chain and IS performance and how analytical tools can be used to align corporate, supply chain and IS strategies. Although information technology plays an important role in the fulfillment of business objectives, the primary focus of this course will not be on technology but instead be on the managerial issues

associated with organizational information systems.

To design the most appropriate supply chain, one can deploy 3 logistical drivers (facilities, inventory and transportation) and 3 cross-functional drivers (information, sourcing and pricing). Although they can all contribute to superior supply chain performance, the primary focus of this course will be on the interplay between logistics and information systems and the objective is to share insights that will last a lifetime.

This course builds upon the fundamental concepts that were introduced in the following two courses: Business Information Technology and Logistics & Operations ResearchAmongst other issues, the following questions will be dealt with in this course:

-How can we use inventory and transportation to improve the responsiveness or efficiency of a company's supply chain?
- What is the role of cyclic and safety inventory in the supply chain and how can the cost be reduced by (novel) logistics strategies?
- What is the impact of break through information technologies (e. g. RFID) on the shaping of value chains?
-Why supply chain profits are hurt when lot-sizing decisions are solely aimed at minimizing costs
- How can IT concepts like web services, software- as- a- service, and service oriented architectures contribute to the design of dynamic value chains?
- How does the future Internet look like?
- What is the impact of WEB2. 0 on supply chain logistics?
- What is the role of IT in supply chain integration?

To allocate as much time as possible to problem solving and case discussions in class, students are asked to prepare assignments in teams before class. Details on the assignment will be provided before the start of the course.

Form of tuition
lecture
tutorial

Course reading
To be announced.

Remarks
Examination format will be announced.

Macroeconomics

Course code	E_EBE3_MAEC (60311020)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	B.A. Brugemann
Examinator	B.A. Brugemann
Teaching staff	prof. dr. E.J. Bartelsman, B.A. Brugemann
Teaching method(s)	Lecture, Study Group

Level	300

Course objective
The learning outcomes of this course are that you will be able to answer the following questions:
- What are the core models of macroeconomics and how do their assumptions differ?
- How do the conclusions obtained from the models depend on the assumptions, and what is the economic intuition underlying these conclusions?
- How can the effects of economic shocks and policy changes be analyzed using verbal, graphical, and algebraic methods?
- How can you choose an appropriate macroeconomic model and adapt to analyze a specific policy problem?
- How can you provide advice to policy makers based on macroeconomic research?

Course content
In recent years, policy makers have been confronted with important macroeconomic decisions. Should fiscal policy implement austerity measures? What can central banks can do when they have already reduced short-term interest rates to zero? How should banks be regulated to mitigate future crises?
In this course we will examine what advice mainstream macroeconomics can offer to policy makers concerning these questions. We will study the theories macroeconomists have developed, and the empirical evidence they have collected.
Many of the topics that will be covered you have already encountered in your previous courses on macroeconomics. What will be different here is that we will cover these topics at a somewhat more advanced level. Specifically, the macroeconomic models we will study are constructed using microeconomic theory. This approach has important advantages and reflects how current research in macroeconomics is done.
In the first half of the course we will construct a dynamic general equilibrium model of the macroeconomy in which markets perform well in allocating resources, leaving little room for improvement through government policy. Here we will study the labor-leisure tradeoff, the saving decision of households, and international trade in assets. In the second half we consider a variety of market failures that give rise to a role for government policy. First, we introduce money and sticky prices into our dynamic general equilibrium model to study fiscal and monetary policy. Second, we introduce search frictions and study unemployment. Third, we introduce private information and study the role of banks and banking regulation.

Form of tuition
You will complete reading assignments before class meetings. In class meetings we will review the most important points of the reading, adress questions about the readings, and discuss policy applications.

Type of assessment
Weekly assignments and a written exam.

Course reading
There is no textbook. We will provide extensive notes and will assign additional readings from newspapers and magazines, blogs, and academic journals.

Entry requirements
Macro 2.4 or equivalent.

Recommended background knowledge
Fundamentals of Microeconomics and Macroeconomics.

Management Accounting

Course code	E_IBA2_MAAC (61642020)
Period	Period 4
Credits	3.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. P.C.M. Claes
Examinator	dr. P.C.M. Claes
Teaching method(s)	Lecture, Instruction course
Level	200

Course objective
To introduce students to the use of accounting information for the purpose of managerial decision- making and control.

Course content
While accounting information as reflected in financial statements (balance sheet, income statements) is useful for managers, it typically needs to be supplemented by far more detailed and specific accounting-based information. Such information is necessary for making decisions (are certain activities profitable?) and to control the activities of subordinate managers and employees (is a department run efficiently?) This course introduces students to various types of costing systems that generate information of this kind.

Form of tuition
discussion tutorial
lecture

Lectures and discussion classes with the mc- quizzes. Students enrolling for this course are expected to attend the discussion classes with the mc- quizzes.

Type of assessment
Written exam 100%

Course reading
Charles Horngren, Srikant M. Datar, George Foster, Madhav Rajan & Christopher Ittner, Cost Accounting. 13th edition or more recent. Prentice Hall.

Management Accounting and Control

Course code	E_BK3_MAC (61312010)
Period	Period 1
Credits	6.0

Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	prof. dr. H.C. Dekker
Examinator	prof. dr. H.C. Dekker
Teaching staff	prof. dr. H.C. Dekker
Teaching method(s)	Lecture
Level	300

Course objective
The activity of managing organizations consists of two major functions: planning and control. Planning is the management activity of deciding about what objectives the company will pursue and about how, to what extent and within which time period these objectives will be achieved. Control includes all managerial activities focused on stimulating employees' behaviors in such a way that organizational objectives will be realized in an effective and efficient way. Both managerial activities will be explored during this course. In particular, the course will focus on (1) the analysis of information focused on short-term and long- term decision making, and (2) management accounting for the control of organizational activities.

Course content
The content of this course can be divided into two sections. The first section deals with methods and techniques for planning and decision making for the short term and long term. This section includes topics such as the analysis of cost data, cost allocation, modern production systems and techniques, and short- term planning and decision making. The second section of the course deals with management control issues and is focused more on the behavioral aspects of planning and control systems. Topics included in this section are strategic control systems, performance management systems, transfer pricing and value- based management.

Form of tuition
lecture
This course consists of a combination of lectures and case discussions during the lectures. Cases are to be worked out during the course. A written exam takes place at the end of the course.

Type of assessment
assignment
written interim examination

Course reading
Horngren, C.T., Datar, S.M., & Rajan, M. Cost Accounting, A Managerial Emphasis (14th ed.). Upper Saddle River, New Jersey: Pearson Education.

Management and Organisation

Course code	P_BMANORG (813532)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek

Coordinator	dr. C.E. Ashton-James
Examinator	dr. C.E. Ashton-James
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.

Course content
This course examines relevant issues in the management of people and organizations, including individual and group decision making processes, emotion, motivation, leadership, power, organizational culture, and gender. The content of this course provides students with theoretical insight into human behavior in organizational contexts. In addition, students are encouraged to critically evaluate the external validity of organizational behavior theory through the discussion of case studies in class and the observation (and group analysis and presentation) of organization behavior in the real world. 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%) and MC and short-answer exam (90%). Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
Robins, S.P. & Judge, T. (2009). Organizational Behaviour. 13th Edition, Pearson Education.

Remarks
This course (or the course Human Resource Management) is compulsory for the master route Arbeids- en Organisatiepsychologie.

Management and Organization: Consulting Debates

Course code	E_EBE3_MO (60322020)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. H.S. Heusinkveld
Examinator	dr. H.S. Heusinkveld
Teaching staff	dr. O. Bouwmeester, dr. M.J.J. Wolters, dr. R.J.A. Klein Woolthuis, dr. I. Mikhailava, dr. H.S. Heusinkveld
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
- being able to critically reflect on contemporary scientific debates in organization theory and consulting literature
- being able to write an academic paper on the basis of a small-scale literature research

Course content
The course focuses on exploring different contemporary debates in organization theory and consulting, such as around rigor vs. relevance, organizational decision making, knowledge and knowing, design rules, inter-organizational collaboration, transience and continuity, organizational change, consulting roles, and the client in consultancy research. Particular attention will be given to identifying and assessing different positions in these debates.

Form of tuition
Lectures and seminar

Type of assessment
Academic paper, presentation and written examination

Recommended background knowledge
Basic knowledge about Management and organization theory (please see course M&O 1.1, 2.1, and 2.5)

Remarks
The course will be in English

Marketing Research

Course code	E_BK3_MRES (61332040)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. M.H. Morren
Examinator	dr. M.H. Morren
Teaching staff	dr. M.H. Morren
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
- Understanding of the various qualitative and quantitative research methods used in marketing research
- Knowing how to set up a research design, and choosing the right method to answer the research question
- Understanding the advantages and disadvantages of certain marketing research techniques
- Knowing the objectives, use and interpretation of multivariate data analysis techniques
- Developing the skill to write a marketing research report

Course content
Attention will be given to quantitative and qualitative research.
Several research methods will be discussed, such focus groups, in-depth interviewing but also quantitative methods such as factor analysis. Moreover, drafting questionnaires, sampling, and various data analysis techniques will be explained. An emphasis in this course will be on analyzing data, interpretation of results, and understanding of research implications. Analyzing data using SPSS will be part of the course.

Form of tuition
lecture

Type of assessment
assignment
written interim examination

Course reading
Malhotra & Birks, Marketing Research. An Applied Approach. 3rd European edition. Pearson Education, 2012.

Mathematical Economics I: Game Theory

Course code	E_EOR3_WEC1 ()
Period	Period 2
Credits	3.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. M.A. Estevez Fernandez
Examinator	dr. M.A. Estevez Fernandez
Teaching staff	dr. J.R. van den Brink, dr. M.A. Estevez Fernandez
Teaching method(s)	Lecture
Level	300

Mathematische statistiek

Course code	X_417010 ()
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Exacte Wetenschappen
Teaching method(s)	Lecture, Seminar,
Level	300

Course content
More information:
http://studiegids.uva.nl/web/uva/sgs/nl/c/993.html

Target group
3W

Remarks
Course registration at the UVA is compulsory at least 4 weeks before the start of the semester via https://www.sis.uva.nl

Measure Theory

Course code	X_401028 (401028)
Period	Period 1+2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	prof. dr. R.W.J. Meester
Examinator	prof. dr. R.W.J. Meester
Teaching staff	prof. dr. R.W.J. Meester
Teaching method(s)	Lecture, Seminar,
Level	300

Course objective
Basics of measure theory and the Lebesgue integral

Course content
We motivate and introduce the notion of a measure, that is, a way to assign a size to as many subsets as possible in an abstract space. It turns out that it is in general not possible to measure all sets, at least if one insists on additivity of the measure. This leads to the notion of a sigma-algebra.
Once we have defined measure, we can introduce and discuss so called measurable functions which, roughly speaking, form the class of functions which we will be able to integrate. We then introduce and study integration of these measurable functions with respect to a measure. We discuss (among other things) the monotone and dominated convergence theorems concerning the interchangeability of limit and integral, the substitution rule, absolute continuity and the relation of this new integral to the Riemann integral. We also discuss multi-dimensional Lebesgue measure, product measures and Fubini's theorem. The theory leads to a new perspective on integration of functions, which is not only more general when working on the real line, but also allows one to work in an abstract setting. This is of crucial importance for the development of (for example) functional analysis and probability theory.

Form of tuition
Classical classes with exercise classes.

Type of assessment
Written final exam, with a written midterm exam after 7 weeks. The final exam will be 50% of the final grade, and the midterm exam will be 40%. The remaining 10% will be homework, but the homework only counts if the weighted average of the two exams is at least 5,50.

Course reading
Rene L. Schilling: Measures, Integrals and Martingales, Cambridge University Press.

Entry requirements
Basics of calculus.

Target group

3W, 3Ect, 3WN

Mechanisms of Brain Diseases

Course code	AB_1058 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	prof. dr. T.J. de Vries
Examinator	prof. dr. T.J. de Vries
Teaching staff	prof. dr. M.S. van der Knaap
Teaching method(s)	Computer lab, Study Group, Lecture
Level	300

Course objective
Gain insight into the etiology, expression and treatment of various brain diseases, as well as models used in preclinical science.

Course content
Our brain enables us to perform even the most complex tasks. Sometimes however, diseases of the brain compromise its optimal function. In this course students learn what the clinical manifestations are of the neurological diseases, and what type of cellular or animal models are around to learn us more on how disturbed processes and systems in the brain lead to these illnesses and that may provide us with clues on treatment options. Topics include illnesses as neurodegenerative (e.g., Parkinson’s disease, white matter disease) and neuropsychiatric diseases (e.g. addiction, depression). In addition, we will try to shed light on the cognitive disturbances associated with these diseases, and will elude on comorbidity in symptoms of various brain diseases. Various treatments options for these conditions, including the use of pharmacological agents and deep brain stimulation will be discussed.

Form of tuition
Lectures, discussion panel, workgroups, brain demo, self study

Type of assessment
Exam (70%), presentation (25%), participation in discussion (5%).

Course reading
Papers, presentations and reader.

Remarks
Co-ordinators: Hylke Vervaeke and Taco de Vries.
Part of minor Brain and Mind.
This minor course requires a minimum of 25 participants to take place.
Central Academic Skill: How to convey your message; public presentations.

Media Entertainment

Course code	S_ME ()
Period	Period 2

Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. A.L. Eden
Examinator	dr. A.L. Eden
Teaching staff	prof. dr. E.A. Konijn, dr. J.H. Frost, dr. A.L. Eden, dr. B.K. Johnson
Teaching method(s)	Lecture
Level	300

Course objective
After successful completion of the course, students will be able to identify, articulate and derive the main ideas from the most important and well-discussed issues regarding media use and effects from a perspective of entertainment.
Students will be able to match concerns about media use and effects with the appropriate theoretical framework for analysis.
Students will critically reflect on and analyze their opinions and choices regarding media entertainment.
Students will help to create knowledge within social scientific research, in particular media and communication science.

Course content
Entertainment Media have become a driving cultural and economic force of many Western societies and is one of the biggest, flourishing industries today. People dedicate large amounts of their leisure time and money to suspenseful movies, interesting books, humorous television shows, pleasurable art shows, and thrilling video games.
This class will provide an overview about the most important theoretical models and empirical findings in the field of media entertainment research and more recent theorizing on media use from an entertainment perspective. After a look into the history of (media) entertainment and the sociological notion of culture, the class will focus on the psychological underpinnings of media entertainment. We will discuss classic topics such as Escapism, Catharsis, Identification, Cultivation, Mood management, Parasocial Interactions, Fandom, Horror, Humor, Suspense, Romance, Pornography, and Social media Media among others. Furthermore, we will tap into related and more recently studied questions such as: Why do people seek enjoyment from sad and 'negative' media? Why do we like 'bad' characters? What makes a funny sitcom? Who is fascinated by video games and why? How do girls and boys differ in their preferences for entertaining media content? Is there entertainment value in the news? Is pornography entertaining (for whom)? What is interactive entertainment and how does it differ from traditional media entertainment?
Each week, students will read obligatory key articles about several of these topics. The class will consist of lectures that deal with these articles and also provide additional information about each topic. The main focus of the class lies in increasing students' theoretical understanding of highlighted topics in the field of media and entertainment, with a secondary focus in the design and results of core empirical studies that illuminate media entertainment research. Accordingly, most lectures will discuss a selection of the best empirical studies related to the topic of the lecture. In addition to the reading of obligatory articles, students will share and substantiate their opinion about what has been addressed in class during the planned

'discussion classes' with assignments.

Form of tuition
Lectures and online assignments and reading.

Type of assessment
Assessment will mainly consist of a final exam and individual paper, as well as a series of individual online assessments regarding the assigned readings, and participation in course research.

Course reading
The obligatory literature will include published journal articles and chapters. These will be available prior to each lecture via BlackBoard and references to online databases.

Target group
2nd year bachelor, PMC, minor, and exchange students

Remarks
The class will be entirely in English, including all lectures, correspondence, assessments, and assignments. Foreign exchange students are very welcome.

Mediterranean Archaeology: Imagining the Past

Course code	L_BMBAARC305 ()
Period	Period 5+6
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. A. Prent
Examinator	dr. A. Prent
Teaching staff	dr. A. Prent
Teaching method(s)	Seminar
Level	300

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

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

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

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

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

Target group
Third-year students archaeology.

Remarks
This course is obligatory in the third year. Attendance is compulsory. This course is followed by an excursion in period 6, for which participants pay a contribution of € 300.

Mesopotamian Legal Texts

Course code	L_SABAOHK217 ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. K. Kleber
Examinator	dr. K. Kleber
Teaching staff	dr. K. Kleber
Teaching method(s)	Seminar
Level	200

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

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

Form of tuition
Seminar (werkcollege) in period 5.

Type of assessment

Homework and performance in class (preparation and reading) = 40% of the grade; Take-home exam = 60% of the grade. Grades 1-10

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

Entry requirements
Elementary Babylonian 3 (L_SABAOHK107) or comparable Akkadian language skills

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

Remarks
This course is obligatory in the second year. Attendance is compulsory.
The course cannot be completed if more than two meetings were missed.

Microeconomics

Course code	E_EBE3_MIEC (60322030)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. S. Dobbelaere
Examinator	dr. S. Dobbelaere
Teaching staff	dr. E.I. Motchenkova, dr. M. Mastrogiacomo, mr. B. Hu
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
This course is designed to develop the theory of decision making at the level of a single agent and to understand the resulting outcomes at the market level. The following course objectives are defined:
- Understanding basic microeconomic mechanisms on an advanced level.
- Mastering economic and analytical tools to understand how consumers make choices and how firms take decisions, subject to technological constraints, and in relation to market structures.
- Evaluating and challenging economic arguments.
- Learning how economists think and analyze microeconomic problems related to labor economics, industrial organization and health economics.

Course content
Microeconomics is the branch of economics that studies the specific choices made by consumers and producers. Understanding the economic behavior of consumers and producers is the key to analyzing the functioning of markets and to evaluating policies that alter individuals' and firms' incentives and change their behavior.

In the first part of the course, we focus on an advanced treatment of the main microeconomic concepts. We study models and theories that explain how and why economic entities (consumers, producers, industries, governments, etc.) behave as they do, e.g. how consumers make decisions

about consumption, saving and labor supply and how firms make decisions about production, product characteristics and prices.

In the second part of the course, we concentrate on the interaction between microeconomic theory and the events, decisions and empirical data from the real world. In particular, we discuss applications of the developed microeconomic concepts in the fields of labor economics, industrial organization and health economics.

Form of tuition
- Main lectures.
- Tutorials.

Type of assessment
- Interim assessment: Problem sets.
- End of period: Written, closed-book exam.

Course reading
- Textbook: Snyder, C. and W. Nicholson. 2012. Microeconomic theory: Basic principles and extensions. 11th international edition. Thomson South-Western/Cengage Learning (relevant chapters).
- Lecture notes and slides (posted on Blackboard).

Recommended background knowledge
Basic knowledge of the microeconomic concepts and tools covered in the first two years of the bachelor program.

Migration Law Clinic

Course code	R_MiLaCl ()
Period	Ac. Year (September)
Credits	12.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	mr. dr. A.M. Reneman
Examinator	mr. dr. A.M. Reneman
Teaching staff	mr. dr. A.M. Reneman
Teaching method(s)	Lecture
Level	400

Course objective
The Migration Law Clinic offers selected students the opportunity to develop their legal skills by writing professional legal advice for legal practice. Students conduct research in a group and individually on complex questions of European migration law. Their work is intensively supervised by the members of the Migration law Section. A strict system of peer review (by fellow students and supervisors) will guarantee the high quality of the written advices.

After having completed this course, students must be able to:

1. Analyse complex legal questions concerning international, European and national migration law (and the interaction between them) (no 1, 2, 9 and 13 of the objectives of the Degree Programme)

2 Independently conduct high quality legal research
(no 6 and 10 of the objectives of the Degree Programme)

3. Write a well structured and comprehensible legal argument
(no 11 of the objectives of the Degree Programme)

4. Present and discuss complex issues of migration law
(no 13, 14 of the objectives of the Degree Programme)

5. Give constructive feed-back on the work of others

6. Cooperate with others in a project

7. Act professionally (students learn to communicate effectively with external clients, to work under time pressure and to deal with requirements of confidentiality)

Course content
During the course different topics of European migration law will be addressed. The specific topics depend on the requests for advice from external clients, but may include: free movement of EU citizens, regular migration of third country nationals, asylum and aliens detention.

Type of assessment
Students will be graded on the basis of the legal advice they have written, participation in the Clinic meetings and their work attitude.

Course reading
Literature will be put on Blackboard.

Registration procedure
More information: www.migrationlawclinic.org. When you’re not a student at the VU, you need to have registration for subsidiary Master courses (bijvakregistratie) to participate.

Remarks
The following course objectives are only available in Dutch:

Eindtermen master Rechtsgeleerdheid
De afgestudeerde master beschikt over een academisch werk- en denkniveau;
heeft diepgaande en specialistische kennis van en inzicht in minimaal één deelgebied van het recht
heeft inzicht in de samenhang tussen verschillende onderdelen van het recht, met inbegrip van het nationale en internationale recht
De afgestudeerde master beschikt over de volgende (juridische) vaardigheden:
Analytische vaardigheden:
literatuur en juridische bronnen diepgaand analyseren en interpreteren en kritisch beschouwen (waar relevant ook in de Engelse taal, waar relevant ook op nieuwe rechtsgebieden)
Probleemoplossende vaardigheden:
complexe juridische problemen onderkennen, analyseren en oplossen
Onderzoeks- en presentatievaardigheden:
individueel een rechtswetenschappelijk onderzoek op academisch niveau voorbereiden en uitvoeren (probleemstelling formuleren en afbakenen, informatie verzamelen, gegevens interpreteren, conclusies trekken, evalueren en aanbevelingen en suggesties doen voor verder onderzoek)
schriftelijk presenteren van een wetenschappelijk juridisch betoog

met argumenten onderbouwde mening formuleren over een complex juridisch probleem of een nieuwe ontwikkeling
actief deelnemen aan een wetenschappelijk debat op het deelgebied dat het masterprogramma beslaat

Remark:

A maximum of ten students (master students in Law and Criminology and exchange students) will be selected for the Migration Law Clinic in September 2014 on the basis of the following criteria:

- Interest in/affinity with migration law and/or European law or human rights, evidenced by the student's choice of courses or activities
- Whether the work for the Migration Law Clinic fits into the student's study programme
- Motivation
- Good writing and research skills
- Study results
- English language skills

See for more information: www.migrationlawclinic.org

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. Describe the state-of-the-art in brain modeling, AI and BCI.
2. Evaluate current status of AI science and technology to predict future developments.
3. Explain the meaning of key concepts treated in the course. For example, what is a "mind", what is "artificial intelligence" and its different subtypes, what is "machine learning", what is "singularity", what is the difference between "brain-computer" and "computer-brain" interfaces, …
4. Give examples of where key concepts are already applied (services or products).
5. Explain the principle of simulating neural systems and give examples of the different levels of detail that such models may incorporate.
6. Explain why researchers work with models that differ in the

levels of details.
7. Understand the principles, and practical implementation of BCI.
8. Explain the relationship between brain activity and EEG signals, and how an EEG measurement is performed.
9. Explain the rationale behind neurofeedback therapy..
10. Improve an oral presentation of fellow students through constructive feedback.
11. Develop, present and defend a business proposal, i.e., an idea for a product or service that exploits state-of-the-art technological advances within the themes of the course, or advances that may be anticipated in the coming years.
12. Formulate opinion about the prospects of creating an artificial but intelligent brain.

Course content
People have always been fascinated with the idea to create intelligent robots or to integrate computers in the brain to manipulate or enhance its performance. In this course, the current status in creating an artificial brain is discussed. Students learn the theory behind integrating brains and computers, and experience hands-on how brain activity can control computers to write or play computer games. To investigate how close science has come to science fiction students work in groups to prepare a business proposal in which they describe a new commercial application of artificial intelligence or brain computer interfacing. The technical aspects of the proposals are presented in a business pitch to a jury
of (business) professionals to receive feedback for their final poster presentation.

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

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	Faculteit der Psychologie en Pedagogiek
Coordinator	drs. I.L.J. Jansen
Examinator	drs. I.L.J. Jansen
Teaching staff	prof. dr. A.C. Krabbendam, I. Xenidou-Dervou, drs. I.L.J. Jansen, dr. B.B. de Koning
Teaching method(s)	Lecture
Level	300

Course objective
The aim of the course Mind Brain and Education is to provide an introduction into neuroeducational research.

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 laboratory experiments used in the cognitive neuroscience approach, to the qualitative approaches used in social 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 Reading: from neurons to education, Metacognition and self-regulated learning, Methods in neuroscience and education and Internet, education and the brain.

Form of tuition
Lectures

Type of assessment
Written exam with open-ended questions (one per lecture) and an assignment (paper).
The assignment is graded with ‘fail’, ‘pass’ or ‘excellent’. You will pass the course with a sufficient grade (higher than 5.5) for the written exam and a ‘pass’ or ‘excellent’ for the assignment. With an excellent assignment, the result of the written exam is upgraded with 0.5 points. If you fail the assignment, you’ll get the possibility to correct it once more. Partial grades are only valid during the study year in which the grade has been achieved.

Course reading

Book: Howard-Jones, P. (2010). Introducing neuroeducational research: Neuroscience, education and the brain from contexts to practice. New York: Routledge.
Scientific articles (to be announced later on blackboard).

Molecular Cell Biology

Course code	AB_1053 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. R.J.M. van Spanning
Examinator	dr. R.J.M. van Spanning
Teaching staff	prof. dr. J.L. Snoep, prof. dr. H.V. Westerhoff, dr. R.J.M. van Spanning, dr. K. Krab
Teaching method(s)	Practical, Study Group, Lecture, Computer lab
Level	300

Course objective
To obtain a basic understanding of the functioning of living cells at the molecular level, and introduction to qualitative and quantitative methods applicable inside and outside the living cell. To learn to design and execute studies where these methods are applied, and to interpretate the results.
Specifically, the students will be trained in:
• The use and interpretation of information about cellular processes such as energy metabolism, regulation of gene expression, oxygen damage, apoptosis and signal transduction.
• The design and execution of simple experiments concerning gene expression, signal transduction, growth and metabolic processes.
• Application of Metabolic Control Analysis to quantify distribution of control and regulation of cellular processes by individual cellular reactions.
• The use of existing computer models of molecular systems in the cell to explore the behaviour of these systems.

Course content
• Introduction to Metabolic Control Analysis and its basis in enzyme kinetics.
• Laws and practical applications of Metabolic Control Analysis, and extension of this method to include gene expression.
• Modular kinetic analysis of cellular networks.
• Structure and function of respiratory networks, with Paracoccus denitrificans as example.
• Regulation of gene expression during nitrification and denitrification in microorganisms.
• Use of a depository of mathematical models to explore reaction systems in the cell.
• Control Analysis of signal transduction as a key in the understanding of cancer..
• Application of the presented methods to a case study: fighting the parasite that causes sleeping sickness.

Form of tuition
Lectures (16.5 contact hours); workgroups (3 contact hours, obligatory); computer practical(1.5 contact hours, obligatory); practical project in the department of Molecular Cell Physiology (depending on the project ca. 20 contact hours, obligatory

Type of assessment
Written exam covering the lectures (7 questions, 61.25%) and the practical work (1 question, 8.75%). A presentation about the practical project (30%).

Course reading
A syllabus is available on the Blackboard site.

Entry requirements
Courses "Van Molecuul tot Mens" and "Bedreiging en Afweer" or equivalent (biochemistry and microbiology).

Target group
Part of the minor Biomolecular Science and Neuroscience, track Biomolecular Science.

Remarks
Guest lecturer: dr. J.R. Haanstra (UMCG, Groningen).
For the practical a laboratory coat is required. After the course, the coat will be sterilised.

Molecular Genetics

Course code	P_BMOLGEN (813079)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. J.M. Vink
Examinator	dr. J.M. Vink
Teaching staff	dr. J.M. Vink
Teaching method(s)	Lecture, Computer lab
Level	300

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

Course content
Molecular geneticists seek to understand how genes are inherited, modified, expressed and regulated. The field of molecular genetics and genomics has been successful in deciphering the genetic code and providing us with a clear picture of the nature of the gene, but much remains to be learned about fundamental genetic mechanisms. In the past years, the search 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.

Students will learn about different techniques that can be used to manipulate DNA like DNA electrophoresis, restriction nuclease mapping,

molecular cloning procedures, Polymerase Chain Reaction and sequencing.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
Lectures and a computer practicum.

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
Human Molecular Genetics, 4th edition, van T. Strachan en A. Read.

Molecular Microbiology

Course code	AB_470610 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. J.P. van Ulsen
Examinator	dr. J.P. van Ulsen
Teaching staff	prof. H. Lill, dr. S. Luirink, dr. M.P. Bergman, dr. J.P. van Ulsen, prof. dr. W. Bitter
Teaching method(s)	Lecture, Computer lab, Symposium
Level	300

Course objective
To learn how theory and experimental approaches are combined to answer research questions. For that purpose, the complex molecular processes in the bacterial cell serve as central theme. The emphasis is on structure and function of the cell envelope, its role in bacterial pathogenesis and vaccine development.
At the end, the students are able to understand and know:
• Fundamental molecular processes that are important for growth, functioning and pathogenicity of micro-organisms.
• Practical and experimental approaches in molecular microbiology, immunology, bacterial DNA technology, protein techniques.

Course content
A series of 12 lectures (18h contact)

A laboratory project of 3 weeks:
- writing a Research Proposal (week 1; 3h contact)
- performing Laboratory Research (week 2 and 3; 70h contact [full-time days])
- preparing a presentation and participating in a symposium (3h contact)

Form of tuition

Theory; Lectures series
Research project: in a small group with a supervisor planning and conducting a research project in the laboratory of that supervisor. The full participation in the laboratory project is obligatory.

Type of assessment
Deliverables for the course are:
- A written Research proposal (20%)
- A laboratory journal (10%)
- A presentation at a symposium (20%)
- A written exam on the lectures series (50%; the mark should be > 5,0 to pass the course)

Course reading
Background:
Brock, Biology of Microorgamisms, Twelth Edition. Madigan, Martinko DunLap Clark and Parker, Pearson Education, Inc., 2009

Used for the lectures:
Palmer T, Berks BC. The twin-arginine translocation (Tat) protein export pathway. Nat Rev Microbiol. 2012 10:483-496
Dalbey RE, Wang P, Kuhn A. Assembly of bacterial inner membrane proteins. Annu Rev Biochem. 2011 80:161-187
Bos MP, Robert V, Tommassen J. Biogenesis of the gram-negative bacterial outer membrane. Annu Rev Microbiol. 2007 61:191-214
Hendriks J, Oubrie A, Castresana J, Urbani A, Gemeinhardt S, Saraste M. Nitric oxide reductases in bacteria. Biochim Biophys Acta. 2000 1459:266-273
Philippot L. Denitrification in pathogenic bacteria: for better or worst? Trends Microbiol. 2005 13:191-192
Pizarro-Cerdá J, Cossart P. Bacterial adhesion and entry into host cells. Cell. 2006 124:715-727
Remaut H, Waksman G. Structural biology of bacterial pathogenesis. Curr Opin Struct Biol. 2004 14:161-170
Hughes, Kelly T; and Erhardt, Marc (October 2011) Bacterial Flagella. In: eLS. John Wiley & Sons, Ltd: Chichester. DOI: 10.1002/9780470015902.a0000301.pub2
Jong WS, Saurí A, Luirink J. Extracellular production of recombinant proteins using bacterial autotransporters. Curr Opin Biotechnol. 2010 21:646-652
Niederweis M, Danilchanka O, Huff J, Hoffmann C, Engelhardt H. Mycobacterial outer membranes: in search of proteins. Trends Microbiol. 2010 18:109-116
Moriel DG, Scarselli M, Serino L, Mora M, Rappuoli R, Masignani V. Genome-based vaccine development: a short cut for the future. Hum Vaccin. 2008 4:184-188
Miller SI, Ernst RK, Bader MW. LPS, TLR4 and infectious disease diversity. Nat Rev Microbiol. 2005 3:36-46

Some reviews may change to be a sufficient up-date to the information in the Lectures.

Target group
- part of the Minor Experimental "Cell Biology and Neurobiology", electable as course for other Minors (e.g. Topics in Biomedical Sciences).
- Third year BSc students Biology, Biomedical Sciences and Human Health and Life Sciences.
- Students preparing for a MSc program with high level molecular biology

(such as Biomolecular Sciences of the VU university)

Remarks
Guest Lecturer: Dr. P. van der Ley; Laboratory of Vaccine Research, National Institute of Health and the Environment, Bilthoven.

Course with a lot of direct contact with the professors, associate and assistant professors, PhD's and postdocs.

Molecular Principles of Brain Disorders

Course code	AB_1049 ()
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	dr. R.M. Meredith, dr. H.K.E. Vervaeke, dr. M.M.M. Wilhelmus
Teaching method(s)	Practical, Computer lab, Study Group, Lecture
Level	300

Course objective
Gain insight into the etiology, expression and treatment of various brain diseases, as well as models used in preclinical science.

Course content
Our brain enables us to perform even the most complex tasks. Sometimes however, diseases of the brain compromise its optimal function. In this course students learn what the clinical manifestations are of the neurological and psychiatric diseases, and what type of cellular or animal models are around to learn us more on how disturbed processes and systems in the brain lead to these illnesses and that may provide us with clues on treatment options. Various treatments options for these conditions, including the use of pharmacological agents and deep brain stimulation will be discussed.

In this course we will focus on a different theme every week:

Theme 1: Neurodegenerative disorders (coordinator Dr. Micha Wilhelmus)
Theme 2: Psychiatric disorders (coordinator Dr. Hylke Vervaeke)
Theme 3: Neurodevelopmental disorders of intellectual disability and autism (coordinator Dr. Rhiannon Meredith)

Next, you will be guided in writing a literature review.

Form of tuition
Lectures (44 hours) and literature review (12 hours)

Type of assessment
Exam (Multiple Choice and open ended questions) (60%), literature study (40%), each at least grade 5.5

Course reading
Papers and reader

Recommended background knowledge
Basic (first and second year level) courses in Cell Biology and Neurosciences

Target group
Course in the track ‘Neurosciences’ in the minor ‘Biomolecular Sciences and Neurosciences’.

Remarks
The track ‘Neurosciences’ is an excellent preparation for the Master Neurosciences.

This minor course requires a minimum of 25 participants to take place.

Moving Matters in Health

Course code	AB_1035 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. R. Canal Bruland
Examinator	dr. R. Canal Bruland
Teaching method(s)	Study Group, Lecture
Level	300

Course objective
The student acquires knowledge about the relationship between health and psychological, social and to a lesser degree physiological aspects of exercise. Students get insight into current theoretical developments, empirical findings and their practical implications. During the practical students learn to apply their theoretical knowledge to the development and evaluation of motivation strategies in health exercise programmes.

Course content
The course ‘Moving matters in health’ introduces basic theoretical concepts and empirical methods and findings in the domain of exercise and its relation to (psychological and to a lesser degree physiological) health. People move for different reasons, for example, because they want to reduce stress, for enjoyment, to be part of a social group, or to reduce e.g. anxiety and depression. This course provides insights into the relation between health and psychological, physiological and social aspects of exercise.
Several chapters from leading textbooks in the domain of sport and exercise such as ‘the psychology of physical activity’, ‘foundations of sport and exercise psychology’ and ‘physiology of sport and exercise’ will form the basis for introducing basic concepts and relevant empirical findings. Amongst other topics, the following aspects will be dealt with:
• the relation between exercise and psychological health
• exercise behaviour (recent models, theories and practical

implications)
• motivation and group processes
• intervention strategies
• stimulating exercise in specific groups (e.g., health exercise groups)

Form of tuition
The course is a combination of lectures and a practical. Participation in the practical is compulsory. The course requires active participation of the students; students are expected to actively prepare the lectures. The total study duration of the course is 160 hours (6 ECTS), approximately specified as follows: Contact: 26; Preparation of lectures: 35; Preparation of the practical and writing the practical report: 16; Self-study: 80; Exam: 3

Type of assessment
The final assessment will take place in the form of a written exam consisting of multiple choice questions (85% of the final grade). In addition, in relation to the practical students (in groups of max. four) produce a practical report (15% of the final grade).

Course reading
Several chapters from the following books:
• Weinberg, R.S. & Gould, D. (2007). Foundations of Sport and Exercise Psychology. Champaign, IL: Human Kinetics.
• Wilmore, J.H., Costill, D.L., & Kenney, W.L. (1994). Physiology of Sport and Exercise. Human Kinetics, 4th edition (2008).

Recommended background knowledge
Some basic knowledge of human anatomy and physiology is recommended.

Remarks
The course includes two guest lectures provided by:
1) prof. dr. Thomas Janssen, FBW
2) dr. Mathijs Hofmijster, FBW

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, social and economic behavior, and to be able to critically evaluate the ongoing nature-nurture debate.

Form of tuition
Practicals, lectures, debates, workshop

Type of assessment
Participation in debate sessions, two assignments, and written exam

Course reading
Flint, Greenspan, Kendler (2010). How Genes Influence Behavior. Oxford University Press Inc., New York

Scientific papers, TBA during course

Entry requirements
None

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

Target group
Third year students of any background

Registration procedure
Studiesecretariaat FALW-VU

Remarks
uest lecturers:

Prof Dr. Flint (Oxford University, UK)
MSc Tielbeek (VU)
MSc van Doesum (VU)
Dr. Lewis (York University, UK)
Prof. Dr. Konijn (VU)
Prof. Dr. Van Straalen (VU)
Prof. Dr. Schuengel (VU)

Networks and Graphs

Course code	X_401010 ()

Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	prof. dr. W.J. Fokkink
Examinator	prof. dr. W.J. Fokkink
Teaching staff	prof. dr. W.J. Fokkink, dr. R.R. Bakhshi
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
After taking this course, you will be able to describe what the science of networks is all about, making use of terminology from graph theory and basic probabilities. You will also be able to use (simple) discrete math for notations and proofs. In particular, you can

- model simple real-world situations expressed in graphs/networks
- show the (in)correctness of mathematical statements about graphs
- conduct simple analyses of networks, and construct networks, using Mathematica
- read and understand introductory, popular texts on networks

Course content
The world around us is becoming increasingly connected. This increased connectivity is leading to new phenomena that are not that easy to understand:

- why is it difficult, if not impossible, to remove data from the Web?
- why does the Internet continue to function despite big disasters?
- why is Google so effective and efficient?
- why are navigation systems so responsive to traffic jams?
- why do certain diseases spread so rapidly and others not?

The core of the answers to these questions is formed by the notion of "network:" a mathematical concept consisting of nodes that are joined by edges. Networks are also called graphs. In the last 15 years we have seen an increase in interests for networks/graphs. Many real-world phenomena turned out to be conveniently modeled by networks, and in such a way that it allowed us to better understand those phenomena.

In this course, graph theory and its applications are the main focus point. We'll be paying attention to the math that underlies graphs and networks, as well as the application to real-world situations. In particular, you will be conducting simple experiments dealing with the construction and analyses of networks. Application domains that are discussed are selected from:

- the Internet
- the Web
- peer-to-peer computer systems
- biological networks
- social communities and online social networks

We'll putting emphasis on:

1. Standard mathematical terminology and techniques, including:

- directed and undirected graphs
- planar graphs
- graph embeddings
- edge and vertex coloring
- optimal routing
- trees

2. Experimental analyses of networks.

To this end, we'll be discussing various ways to measure network properties, like the relative position of (important) nodes, clustering coefficients, diameter, eccentricities, and so on.

Form of tuition
The course takes the form of lectures, excercise classes with mandatory tasks, and homework assignments. Mathematica is used to construct, analyze, and visualize graphs.

Type of assessment
A combination of exams and homework assessments. Details can be found on www.distributed-systems.net

Course reading
Van Steen, M., Graph Theory and Complex Networks: An Introduction. 2010. Online avaiable through www.distributed_systems.net .

Target group
1CS, 1-IMM.

Networks Around the Indian Ocean

Course code	L_GWBAGES302 ()
Period	Period 4+5+6
Credits	9.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. F.D. Huijzendveld
Examinator	dr. F.D. Huijzendveld
Teaching staff	dr. F.D. Huijzendveld
Teaching method(s)	Seminar
Level	300

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

Course content
The Indian Ocean is one of the oldest maritime highways connecting diverse regions, cultures and civilizations. This "cradle of

globalization" facilitated cultural and economic exchanges between Africa, the Arab world, the Indian subcontinent, Southeast Asia, and China, for 5000 years prior to European presence in the region. This ocean's significance has gained increasing attention from scholars in recent years.
We will look at the historical dynamics behind the movements of people, goods and ideas, and the limits of (national) States in, across and around these bodies of water. The region as a whole, from the East Africa coast to the South Chinese coast, was long before the arrival of the Portuguese a "whole", with its interactions between States and within ethnic networks. In the early modern period this "whole" was to a certain extent transformed by the Western powers and their trading companies, such as the Dutch East Indian Company (VOC, 1602-1799) and the British East Indian Company (John Company, 1600-1874). These western interventions led in the course of the 19th century to the development of colonial States. Those States developed in a very gradual manner, in interaction with the existing States in the region.
From a socio-political point of view this course is about networks. These could be trading networks, whether or not sustained by ethnic groups, such as Jews, Armenians, Chinese Muslims, terrorist networks, criminal networks, migrant networks and diaspora communities.
The interaction between States and ethnic networks in and around the Indian Ocean will be studied from two different, but related, theoretical backgrounds, both related to the practice of Global History:
1. First, the central question relates to the geographical coherence beyond national States, such those which are shaped by seas and oceans, in which monsoon winds, currents and maritime routes play an binding role.
2. Second, the central question focuses on the role networks play in trade and State formation. Here we will confront structural and cultural theories with each other.
The course mainly focuses on the period 1350-1850, but it will also consider the dynamics of the Indian Ocean networks in the millennia before this, the colonial era and beyond.

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

Type of assessment
Assigmens, final essay.

Course reading
See the course discription.

Entry requirements
Sufficient background in (Global) History.

Target group
Third year bachelor humanities or social sciences.

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

Neurological and Psychiatric Disorders

Course code	AB_1023 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. T. Pattij
Examinator	dr. T. Pattij
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
This course aims to provide further insights into the neurobiological mechanisms, diagnostic approaches and therapies and societal impacts of various neurological and psychiatric disorders.

Course content
In the course disorders that will be highlighted include Multiple Sclerosis, Parkinson's disease, Alzheimer's disease, brain tumors, cerebrovascular accidents, ADHD, Asperger/PDD-NOS, Autism and Obsessive Compulsive disorders.

Both preclinical scientists and clinicians will give an overview of:
• The underlying biological mechanisms;
• The diagnostic criteria;
• The current pharmacological and non-pharmacological clinical interventions
• Which hypotheses might lead to novel insights into the treatment of the disorder;
• The societal aspects and impact of the disorder.

Form of tuition
Lectures, a debate session, project group assignment and presentations thereof, and a site visit to a
nursing home will be offered. In addition, students have ample time to study during the course before the exam, and will be offered an Ask-the-teacher meeting the day before the
exam. Please, note that the first day of the course, the debate session, the presentation of the project group assignment and the site visit are obligatory
parts of the course.

Type of assessment
Examination in the form of a written exam, a project group assignment and assignment presentations.

The exam consists of closed and open questions and is based on the lectures and the provided literature. The exam will count for 70% and the project group assignment for 30% of the final result.

Course reading
A syllabus will be offered on Blackboard at the start of the course.

Target group
Part of the minor Biomedical Topics in Health Care.

Registration procedure
Note that the first meeting on day 1 of the course is obligatory. Therefore, untimely registration leads to exclusion from this course.

Remarks
Coordinators of this course are dr. A.M.W. van Dam and dr. T. Pattij (e-mail addresses: t.pattij@vumc.nl and amw.vandam@vumc.nl).

This minor course requires a minimum of 25 participants to take place.

Guest lecutures
The lectures will be given by a variety of teachers who are mostly associated with various departments within the VU medical center as a medical doctor or scientist (e.g. Neurology, Pathology, Anatomy and Neurosciences, Physiotherapy). External teachers come from Reade (rehabilitation institute Amsterdam), or VU University (Dept. Developmental Psychology)

Neuronal Networks and Behavior

Course code	AB_1051 ()
Period	Period 3
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. H.D. Mansvelder, dr. R.O. Stiedl, dr. R.M. Meredith, dr. C.P.J. de Kock
Teaching method(s)	Practical, Computer lab, Lecture, Study Group
Level	300

Course objective
This course is designed for life sciences students that want to learn more about how networks of brain cells control behaviour. To this end, we will discuss different aspects of brain function ranging from sensory information processing, control of movement, learning and memory, spatial navigation, cognition, to emotions and how neuronal networks in different brain areas give rise to these functions.

Course content
In general, the aim of this course in the minor Molecular Sciences and Neurosciences is to:

1) teach you important neuroscientific principles on brain function
2) educate you on the anatomical aspects of the human and rodent brain
3) educate you on how scientific research in this area is performed
4) give you hands-on experience in recording from neuronal networks
5) provide you with practical experimentation skills on human sensory processing and emotional learning
6) teach you to critically evaluate experimental results and engage in scientific discussions with neuroscientists
7) teach you to separate main topics from side issues

Form of tuition
We aim to achieve this by a combination of lectures, primary article discussions and practicals. These will build on chapters from the book 'Neuroscience' by Purves and colleagues (5th edition). To actively engage you in exploring this exciting territory of neurons that shape our behaviour, the first two weeks will be centred on student presentation on the different topics of the course. These presentations will be supervised by lecturers to ensure that all key topics are discussed and understood by everyone. These presentations will also cover classical primary research articles, to introduce you to the research that underlies the information in the textbook by Purves.

Lectures Neuroscience
The first day will start with an opening lecture during which the aim of the course is highlighted, and the basic principles of understanding primary research articles are discussed. In addition, the requirements for the student presentation are highlighted. After this, practical issues on the student presentations and contents of the presentations are discussed, including the schedule of presentations. The second day will contain lectures on sensory systems.

Student Presentations
On the third day, the supervised student presentations start, which will continue throughout the first and second week. During these presentations, the textbook topics, review articles and primary research articles will be discussed. Each presentation will be followed by a discussion between the students with participation of the lecturer to make sure that everyone understands all concepts and to discuss strengths and weaknesses of the experimental studies.

Hippocampal brain slice practicals
In the second week, the practicals on neuronal networks from the hippocampus will expose you to the actual experimentation that is done to understand functioning of neuronal networks. It will provide you with an insight with what it takes to do research, and it will help you to understand some of the concepts discussed in the course. During the practicals, we will divide the class into multiple small teams.

Emotional learning practicals
In the third week, experiments on human subjects are performed with an emphasis on startle reflex modulation in humans. In addition, a number of key primary research articles are discussed that facilitate the understanding of which brain areas are involved in emotional learning and central reflex modulation.

Note that all lectures, textbook chapters, papers as well as the practicals are part of the exam. We therefore encourage you to prepare for all lectures and attend them. We encourage all students to read the papers thoroughly and ask questions during the lectures. Thereby we believe that you will have the best background knowledge required to optimally participate in the practicals and benefit most from them. Also, in this way, the workload will be spread evenly over the four weeks.

Type of assessment
The course is concluded with a written exam consisting of open essay questions. The exam will focus on concepts and methods that have featured in the lectures, textbook chapters, review articles, primary

research articles, and practicals.

Presenting is obligatory. Every student has to present.

Participation in practicals is obligatory.

Attending the lectures is highly recommended.

The assignments concerning the presentations will be graded (pass/fail).

Note that all students need to present before this course can be concluded. The practical assignments need to be completed before a final grade can be obtained for this course.

The final grade for this course will thus be determined by the exam (100%)

Course reading
Neuroscience, Purves, Sinauer Associates Inc.,U.S., 5th Revised edition, ISBN: 9780878936953

Up-to-date course materials are posted on the site to which all students and lecturers have access. Background information for this course, relevant literature and copies of all lecture PowerPoints will be provided in the Course Documents folder on Blackboard.

Entry requirements
Understanding of cell biology, neuronal communication and neuro-anatomy.

Recommended background knowledge
Basic (first and second year level) courses in Cell Biology and Neurosciences.

Target group
Course in the track ‘Neurosciences’ in the minor ‘Biomolecular Sciences and Neurosciences’.

Remarks
In addition to the lectures and practicals, we will pay attention to the development of a number of important academic skills: presenting scientific information in an oral presentation, reading and understanding primary research articles, and designing experiments. These skills will not only be crucial later in your scientific career, but will also help you to learn to distinguish main topics and messages from side issues when preparing for the lectures of your fellow students, or even when preparing your exam.

The track ‘Neurosciences’ is an excellent preparation for the Master Neurosciences.

This minor course requires a minimum of 25 participants to take place.

Number Theory

Course code	X_400632 ()
Period	Period 1+2
Credits	6.0

Language of tuition	Dutch
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. S.R. Dahmen
Examinator	dr. S.R. Dahmen
Teaching staff	dr. S.R. Dahmen
Teaching method(s)	Lecture, Seminar
Level	400

Numerical Methods

Course code	X_401039 (401039)
Period	Period 4+5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. R. Castelli
Examinator	dr. R. Castelli
Teaching staff	dr. R. Castelli
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
- Gain experience in numerically solving a variety of problems.
- Getting acquainted with methods from numerical analysis.
- Develop intuition for the reliability of numerical methods.
- Learn how to use matlab.

Course content
Numerical methods are used frequently in all areas of science, such as fluid dynamics, meteorology and financial risk management. Moreover, techniques from numerical analysis play an important role in mathematical research on differential equations, stochastics, optimization, etcetera.
We focus on the main numerical methods from modern-day analysis and scientific computing. The theory is implemented in hands-on practical assignments. Active participation is expected. The list of subjects includes: error analysis, systems of nonlinear equations, eigenvalue problems, least square methods, fast Fourier transform, ordinary and partial differential equations. Applications include phone number recognition, ranking algorithms, curve following and planet motions.

Form of tuition
Lectures alternated with practical work in the computer rooms.
A number of matlab assignments form an integral part of the course.

Type of assessment
Active participation is expected. The grade is determined on the basis of the assignment (matlab code and short reports).

Course reading
Numerical Analysis by Richard Burden and J. Douglas Faires
ISBN: 978-0538735643

Entry requirements
A basic course in linear algebra (e.g. X_400041 or X_400042)

Recommended background knowledge
A basic course in linear algebra.

Target group
2W, 2W-B, 2-WN, mBA, mBA-D

Oncology and Public Health

Course code	AB_1027 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. L.M. Buffart
Examinator	dr. L.M. Buffart
Teaching method(s)	Lecture, Computer lab, Practical, Study Group
Level	300

Course objective
The final terms of the course 'Oncology & Public Health' are:
• the student is able to reproduce basic principles of tumor development (mutations, tumor suppressor genes, oncogenesis and metastasing) and progression, tumor biology and clinical behavior, and molecular tools and applications.
• the student is able to reproduce basic medical knowledge of oncology (e.g., stages of the disease, risk factors, diagnosis tumor detection and treatment possibilities).
• the student has insight in basic public health related concepts, e.g., behavioral health, community health, environmental health, and health services.
• the student is able to understand epidemiological cancer data.
• the student is able to describe differences between primary, secondary and tertiary prevention, and has insight in (dis)advantages of preventive strategies for cancer (e.g., screening)
• the student has insight in late effects of cancer diagnosis and treatment, comorbidity, and consequences on physical, psychosocial and occupational functioning (e.g. anxiety, depression, physical fitness, fatigue, pain) and quality of life.
• the student has insight in cancer related intervention strategies and effectiveness of these interventions (e.g., food, exercise, occupation, psychosocial, e-health)
• the student is able to identify a relevant Oncology & Public Health problem for an assigned tumor type, to formulate a research question, and able to find answers to this research question in the scientific literature.

Course content
More than 3 million new cases and 1.7 million deaths every year make cancer one of the most frequent causes of mortality and morbidity in Europe. In the Netherlands, over 100,000 people are diagnosed with cancer every year (www.cijfersoverkanker.nl). The course 'Oncology &

Public Health' focuses on oncology, from a "cell to society" perspective. Plenary lectures will be provided by the experts in the field of Oncology & Public Health both from the VU University, VU University Medical Center, including the Cancer Center Amsterdam, and from other universities and organizations, such as the Netherlands Cancer Institute (NKI-AVL). The lectures aim to transfer basic knowledge about the relevant topics in the field of oncology starting with basic knowledge on oncogenesis, cancer detection and treatment as well as cancer epidemiology. Throughout the course, there is a shift towards a more societal perspective, with more emphasizes on the late effects of cancer and its treatment, and rehabilitation and supportive care issues. Preventive strategies and the effectiveness of various interventions reducing adverse effects of cancer and cancer treatment, and aiming to improve the quality of life of cancer survivors will be discussed.
According to the National Coalition of Cancer Survivorship (NCCS), a cancer survivor is defines as any person diagnosed with cancer, from the time of initial diagnosis until his or her death. To highlight the issues that cancer survivors are facing, during primary cancer treatment, as well as after completion of treatment and during long term survivorship (e.g., returning to work), three cancer survivors will share their experiences with the students.
Finally, the students will work on a concise literature study answering an important research question on an Oncology & Public Health issue, from the viewpoint of their assigned tumor type.

Form of tuition
- Lectures will be provided by guest teachers who are experts in their field.
- Work groups (compulsory) and consultancies are scheduled aiming to support students with writing of their assignment.

Type of assessment
The examination of Oncology & Public Health consists of three parts: research proposal, oral presentation and exam. The research proposal and the exam will account for 40% and 60% of the final mark, respectively. The oral presentation is compulsory to attend for all students.
For the proposal and the exam, a mark from 1 to 10 will be given. Any mark below 5.5 cannot be compensated by higher marks, i.e., when one of the two marks is below 5.5, a re-examination or additional assignment is necessary.

Course reading
Study material of this course is based on selected chapters of several books, and complemented with relevant scientific publications. Students will be able to download study material from the library or it will be placed on blackboard.

Two examples of the included books are:
• Basics of Oncology, from Stephens and Aigner.
• Handbook of Cancer Survivorship, from Feuerstein.

Recommended background knowledge
The focus of this course is on public health. So, students with a more biomedical background should take this into account.

Target group
Students with different backgrounds (e.g., health sciences, life sciences, biomedical sciences (when interested in public health))

Registration procedure
Please sign up for this course prior to the first opening lecture. In addition, students have to enroll in a work group corresponding to a specific tumor type via blackboard prior to the first opening lecture. Students who are not assigned to a work group after the first day will not be able to participate in the course.

Remarks
Course coordinator:
Dr. L. Buffart, PhD. Department of Epidemiology and Biostatistics, VUmc
Dr. E. Ruhé, PhD. VUmc Cancer Center Amsterdam

Organization Design

Course code	E_IBA2_OD (61622040)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. R.O. Mihalache
Examinator	dr. R.O. Mihalache
Teaching staff	dr. B.A. de Jong, dr. R.O. Mihalache
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
The main objective of the Organization Design course is to gain knowledge and understanding of concepts and theories regarding the design of organizations. After completing this course, students:

- are able to provide an overview of the history and dominant theoretical perspectives on organization design;
- have gained an understanding of key organizational configurations and their relation to organizational contingencies;
- are able to apply this knowlegde to critically assess the organizational design of real-life organizations.

Course content
This course focuses on the design of organizations within the meta-theoretical boundaries of the contingency approach. Topics discussed during the lectures are: contingency theory, equifinality, organizational typologies and taxonomies, (neo-)contingency theory, contingency factors, and organizational effectiveness. As the course progresses, students are stimulated to formulate their own view on the 'pros' and 'cons' of the organization design perspective. In the tutorials, students practice with applying their knowledge on organization design to a real-life organization of their choice.

Form of tuition
Lectures and case study tutorials

Type of assessment
Multiple choice exam (60%) and a team assignment (40%)

Course reading
- Burton, R.M., Obel, B. & G. DeSanctis (2011). Organizational Design: A Step-by-Step Approach (2nd edition). Cambridge, ISBN 9780521180238.
- Supplemented with journals articles, to be announced

Organization Perspectives and Dynamics

Course code	E_BK3_OPD (61322000)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. P.J. Peverelli
Examinator	dr. P.J. Peverelli
Teaching staff	dr. P.J. Peverelli
Teaching method(s)	Lecture, Response class
Level	300

Course objective
- Introduce organization theories, models and paradigms which inform management practices;
- Explain the significance of metaphors, stories, symbols, rituals, in an organizational context and judge the consequences;
- Identify groups, actors and their interactions/shared realities/multiple inclusions in concrete organizational situations.

Course content
The study of Organization Perspective and Dynamics is a theoretical field of study distinct from more practical fields such as general management, organizational behavior, and human resource management. It is a basic science studying the ways human actors organize themselves into groups of various degrees of complexity. Organization theory is not the study of organizations. Groups of actors referred to as ‘organizations’ in every day parlance are only one part of the groups introduced in this course. Therefore, the perspective of this course is that human organizing is a continuous process of ongoing interaction between actors in their quest to make sense of the world and this includes the workplace.
This course is indispensible for any student of Business Administration, but certainly for those with the aspiration to find a career in consulting.

Form of tuition
7 lectures

Type of assessment
multiple choice examination

Course reading
- Text book: Peverelli, P.J. & Verduyn, K. (2010) Understanding the Basic Dynamics of Organizing, Delft: Eburon.
- Additional reading matter will be provided through Blackboard.

Recommended background knowledge
Good understanding of English

Organization Politics

Course code	S_OP ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. ir. F.K. Boersma
Examinator	dr. ir. F.K. Boersma
Teaching staff	dr. ir. F.K. Boersma
Teaching method(s)	Study Group
Level	300

Course objective
Students participating in Organizational Politics are familiarized with the relevant disciplinary perspectives within the current debates in the field of cultural approaches in organization studies. This subject provides students with an opportunity to:
1. Learn about the centrality of power and politics in the field of organization studies;
2. Research and evaluate critically practices of power;
3. Become adept at theorizing power. They will do this through:
- Mastering the theory of power and its application to organizations
- Developing an ability to diagnose and analyse power and policies
- Coming to terms with the inherent dilemmas and choices involved in developing and exercising power.

Course content
- Knowledge of power processes in relation to culture in organizations;
- Application of social scientific perspectives and theories on power in organizations;
- The management and use of power as well as unintentional and latent aspects of power;
- Analysis of academic texts, and the application of theoretical debates to case studies, group discussions reflecting on the connection between theory and the practical manifestations of power in organizational settings.

Form of tuition
Lecture

Type of assessment
Written examination (paper)

Course reading
Articles: to be announced

Target group
Students who are interested in:
1. Classic and current models of power used and applied in organization and management theory;
2. The types of arguments and evidence used to justify and elaborate

different types of theorizing, research and writing practices;
3. The centrality of the management of power and resistance to organizational reality.

Organizational Culture and Change

Course code	S_OCC ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Teaching method(s)	Lecture
Level	200

Form of tuition
Lectures

Type of assessment
Written examination

Organizational Discourse and Narrative Analysis

Course code	S_ODNA ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	drs. A.M. Kok
Examinator	drs. A.M. Kok
Teaching staff	dr. I.H.J. Sabelis, drs. A.M. Kok
Teaching method(s)	Seminar
Level	300

Course objective
The aims of this course can be formulated as follows:
- Enhance knowledge of different approaches to discourse and narrative analysis.
- Enhance knowledge of the importance of discourse and narrative analysis for the field or organizational studies.
- Acquire practical experiences with (organizational) discourse and narrative analysis.
- Stimulate critical reflection on the (im)possibilities of the use of organizational discourse and narrative analysis.

After the course, you will be able to recognize different theoretical approaches to organizational discourse and the underlying philosophical premises of these approaches. You are able to critically reflect on the strengths and weaknesses of particular approaches and examples of empirical studies. Furthermore, after completion of this course you will be able to recognize and critically elaborate the use of rhetorical and discursive strategies in current societal and organizational situations.

Course content
The course focuses on processes of collecting, representing, and analysing organizational discourses and narratives. Organizations consist of people who on a daily basis are engaged in sense-making, meaning attribution processes concerning the structures they work in, the tasks they perform, their identities (within and outside the organisation) and their relations with their colleagues. The basic premise of discourse and narrative analysis is that language is a form of social behaviour that plays an important role in the way social identities and relations are constructed and (re-)produced. The objects of discourse and narrative analysis are patterns in language behaviour as well as changes in these patterns. Attention will be paid to different approaches in discourse and narrative analysis. Some approaches focus on the actor as a (co-)producer of discourses and narratives. Other approaches focus on structure, i.e., the language user as a ‘reproducer’ or even 'prisoner' of certain discourses and narratives. During the lectures attention will be paid to the philosophical underpinnings of social scientific approaches to organization studies in general and of interpretive approaches in specific. A range of different theoretical approaches to organizational discourse and narratives will be discussed, as well as examples of current empirical studies from this field. Students in the course will also be asked to actively engage in discussions of cases, to collect and analyze texts from different sources - including newspaper articles, promotional material and video material - themselves.

Form of tuition
Lectures

Type of assessment
Essay

Course reading
To be announced

Target group
Students Minor Organizational Culture, exchange students

Organizations in the 21st Century

Course code	S_O21C ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. ir. S.F. Kingma
Examinator	dr. ir. S.F. Kingma
Teaching staff	dr. ir. S.F. Kingma
Teaching method(s)	Lecture
Level	300

Course objective
1. Conceptualize ‘organizations’ as decided orders along various dimensions.

2. Problematize how new technologies and institutional pressures affect organizations.
3. Explain how and why society itself is increasingly organized.

Course content
Classical organization theory conceived of ‘organizations’ as discrete and internally differentiated entities, that in normal situations are relatively stable in time and space.
However, since the 1980s, rapid technological, regulatory and societal transformations fundamentally questioned these received notions of ‘organizations’ as discrete entities. They are often associated with ambiguities, dependencies and uncertainties in the context of ‘organizations’, as well as with opportunities for developing new organizational forms. In this course we therefore focus on the process of organizing rather than on ‘organizations’ as discrete entities. We explore the changing nature of organization processes and the role of organizing in society. Organizing is seen as increasingly interwoven with society as a whole. Technological, regulatory and societal transformations challenge the "modus operandi" of ‘organizations’ and their boundaries, as well as the idea of organizing in the wider society.
Organizational theorists have interpreted some of the organizational responses to technological innovations by coining forms of organizing such as ‘networked’, ‘flexible’, ‘learning’, ‘temporary’, ‘complex’, ‘high-risk’ and ‘virtual’.
They have also pointed out the consequences of regulatory changes for organizing, as organization processes face new demands for transparency, accountability and responsibility from ‘non-governmental’ and ‘meta-organizations’. Particular arrangements of organizations have also been addressed in terms of organizational fields.
Further, organizing seems to have assumed a more important role in society; there are ever more ‘organizations’, and elements of social life are increasingly being organized, including associations, professions and all kinds of threats and uncertainties.
The course is thus thematically organized around three themes of organizing: organizational forms, institutional pressures, and organizing as a model for ordering social life.

Form of tuition
Lectures

Type of assessment
Written examination, assignment(s)

Course reading
To be specified.
Core readings will be:
- Ahrne, G., & Brunsson, N. (2011). Organization outside organizations: The significance of partial organization. Organization, 18(1): 83-104.
- Meyer, J. W., & Bromley, P. 2013. The Worldwide Expansion of "Organization". Sociological Theory, 31(4): 366-389.

Recommended background knowledge
Kernthema’s Organisatiewetenschap; Gedrag, Communicatie en Organisatie; Public Management.

Target group
Third year Bachelor students in the Faculty of Social Sciences. The course is eligible for students from other Faculties and universities.

Pervasive Computing

Course code	X_400552 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. N. Silvis-Cividjian
Examinator	dr. N. Silvis-Cividjian
Teaching staff	dr. N. Silvis-Cividjian
Teaching method(s)	Lecture, Practical, Seminar
Level	100

Course objective
To build a simple intelligent sensor-actuator system and to program it in order to
to improve the quality of life.

Course content
Pervasive (or ubiquitous) computing is a trend based on the Mark Weiser's vision of computers available "always and everywhere", embedded in everyday life. This course is an introduction to pervasive computing systems that assist people in their daily life. Think about a fall-detection system, a self-driving car, a brain-controlled wheelchair or a navigation system for a blind pedestrian. These systems:
1. sense the context (time, user's location, emotions, acceleration, environment, etc)
2. recognize patterns, reason and take intelligent decisions
3. act upon the environment, by controlling the wheels, suggesting the best route, or just notifying a caretaker.
The main components of such a system are: sensors, controllers and actuators. In this course the students will learn different techniques to acquire signals from the environment, to process these raw signals in order to infer context by using machine learning, and to write software agents for control. During the practical lab the students will experiment with these techniques in Matlab and will build and demonstrate their own system. A few guest lectures given by researchers working in the same field are also planned.

Form of tuition
Lectures, practical lab sessions and mini-project

Type of assessment
Compulsory lab assignments and mini-project, written exam

Course reading
Syllabus

Target group
1CS, 1IMM, 1LI

Remarks
This course will be taught in English

Petrology of System Earth

Course code	AB_1098 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	prof. dr. G.R. Davies
Examinator	prof. dr. G.R. Davies
Teaching staff	dr. F.M. Brouwer
Teaching method(s)	Seminar
Level	300

Course objective
The main aim of the course is to develop a deep understanding of petrological processes the context of selected plate tectonic environments. This will entail teaching how to use the main petrographic and geochemical techniques and methods.

Course content
Case studies focusing on the petrological aspects of major geodynamic environments. Petrological variations are at the core of the course but the importance of (isotope) geochemistry and regional tectonics will be stressed as ways of gaining a full understanding of the key processes that control magma genesis and metamorphism. A short field excursion to the Eifel region of Germany will be conducted at the end of the course.
Specific subjects covered will include:
- Introduction of experimental petrology and the importance of phase diagrams
- Magmatism in various tectonic environments
- Extreme metamorphism of the continental and oceanic crust.
- Introduction to geochemical analytical methods
- Interpretation of geochemical data

Form of tuition
Lectures with associated class exercises and limited homework. Contact hours: 15 half days of combined lecture-practical classes, a 3-day (including travel) field course and a written exam.

Type of assessment
The final mark consists of the following components: (1) Class room practicals, petrological descriptions and other assignments (35%);(2) Field note book and contribution to the field course (15%); (3) Written exam (50%).
A minimum mark of 5.5 is required for the written exam in order to pass the course.

Course reading
J.D. Winter, 2010. Principles to Igneous and Metamorphic Petrology (2nd Edition). Prentice Hall.

Additional literature will be made available on Blackboard

Entry requirements
Mineralogie (AB_450078) and Mineralogie en Petrologie (AB_1081) are prerequisit for this course.

Target group
Third year Bsc Earth Science students in the context of the Minor Solid Earth.

Philosophical Anthropology II – Philosophy of the Emotions

Course code	W_BA_ANTR2 ()
Period	Period 5+6
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Geesteswetenschappen (Wys)
Coordinator	dr. L.D. Derksen
Examinator	dr. L.D. Derksen
Teaching staff	dr. L.D. Derksen
Teaching method(s)	Lecture
Level	200

Course content
We will read texts in the philosophy of emotions by, among others, William James, Jean-Paul Sartre, Robert Solomon and Martha Nussbaum. These authors differ in their views on the nature and origin of emotions, the cognitive content of emotions, the relationship between emotion, personality and environment, and the function of emotion in human existence. Their theoretical approaches differ as well – James places the emphasis on the bodily origin of emotions, Sartre on the way in which emotions are linked to giving meaning to reality, Solomon on the relationship between reason and emotion, and Nussbaum on the importance of emotions for a full-fledged human existence.

Form of tuition
Lectures and seminars.

Course reading
William James, The Principles of Psychology, part II, chapter 25, “The Emotions”. Cambridge, Harvard University Press, 1981. (Available at the UBVU).
Jean-Paul Sartre, Essay on the Theory of the Emotions.
Robert
Solomon, Not Passion’s Slave. Emotions and Choice. Oxford, Oxford University Press, 2003. This book is digitally available at the UBVU, Oxford Scholarship Online, 2003. We will read a number of chapters from this book.
Martha Nussbaum, Upheavals of Thought. The Intelligence of Emotions. Cambridge, Cambridge University Press, 2001. We will read Part I of this book.

Entry requirements
Completion of the first Bachelor year in Philosophy. Students from other departments must be able to show that they have done one or more philosophy courses.

Philosophical Ethics II

Course code	W_BA_ETH2 ()
Period	Period 5+6
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Wys)
Coordinator	dr. A.C.M. Roothaan
Examinator	dr. A.C.M. Roothaan
Teaching staff	dr. A.C.M. Roothaan
Teaching method(s)	Lecture
Level	200

Course objective
The student:
• gets introduced to a specific field of ethics, namely value ethics;
• gains knowledge of the major historical positions/thinkers in value ethics, those of Friedrich Nietzsche, Max Scheler and CharlesTaylor;
• gains insight in the differences between these thinkers and their positions;
• learns to formulate the benefits as well as the shortcomings of value ethics in discussing actual moral problems.

Course content
In Charles Taylor's Sources of the Self, values have a central place. According to its author people get their orientation in moral space by their commitment to (hyper)values. To get a solid understanding of the potential place and role of values in ethical reflection we will study, next to Taylor, the positions of Friedrich Nietzsche, who introduced the concept of value in moral philosophy, and of Max Scheler, who designed a 'material value ethics' as an answer to the empty formalism of Kantian ethics. In contrast to most other types of ethical theorizing, value ethics is intrinsically linked with theories of personhood or personal identity, which obviously creates philosophical opportunities as well as problems. While it makes the motivational aspect of morality better understandable, it makes the universalizing of moral directives more complicated.

Form of tuition
Study of texts, which will be put into context in the lectures of the teacher, and will also be discussed in class. Assignments in preparation of class.

Type of assessment
Assignments (20%), written exam (80%).

Course reading
Original texts by the three mentioned authors as well as some secondary literature. The exact literature will be announced two weeks in advance via Blackboard.

Remarks
It is advised, for meaningful participation in this course, that you have completed an introduction to ethics. Did you not have the chance to follow such a course, you are strongly advised to have read, by yourself, a general introductory book on the subject. In Dutch you might choose Wijsgerige ethiek. Hoofdvragen, discussies en inzichten, Den Hartogh, Jacobs, en Van Willigenburg, Damon, 2013. In English you might choose Wilfrid J. Waluchow, An Introduction to Ethics: An Introduction to Ethical Theory, Broadview Press Ltd, 2003.

Philosophy and Islam

Course code	W_FIL_ISL (150013)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Wys)
Coordinator	dr. O.L. Lizzini
Examinator	dr. O.L. Lizzini
Teaching staff	dr. O.L. Lizzini
Teaching method(s)	Lecture

Entry requirements
No entrance requirement.

Philosophy I

Course code	E_IBA2_PHIL1 (61662020)
Period	Period 6
Credits	3.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. A.M. Verbrugge
Examinator	dr. A.M. Verbrugge
Teaching staff	dr. A.M. Verbrugge
Teaching method(s)	Lecture
Level	200

Course objective
The two courses Philosophy in the curriculum aim at developing a philosophical reflection on management and organization theories, and successively consist of searching for ontological presuppositions (Philosophy I, second year), and epistemological suppositions (Philosophy II, third year).

Course content
Central topic in the Philosophy I course is reflection on the question 'What is an organization?'. In organization theory several answers can be found. These answers can not be easily combined into one coherent concept. Nevertheless the problem to be explored during the course is not only to get insight in the different answers, but also to reflect

upon the necessity of a theoretical concept that unites the different definitions. To achieve this goal it is necessary to develop academic skills like reading texts precisely, discussing them critically and reporting adequately as well as carefully.

Form of tuition
lecture
working group

Type of assessment
written interim examination

Course reading
reader

Philosophy II

Course code	E_IBA3_PHIL2 (61752010)
Period	Period 5
Credits	3.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. A.M. Verbrugge
Examinator	dr. A.M. Verbrugge
Teaching staff	dr. A.M. Verbrugge
Teaching method(s)	Lecture
Level	300

Course objective
To gain insight into the nature of scientific research and the decisions regarding the criteria of the validity and certainty of knowledge claims. Insight into this matter is connected to being informed about the different views pertaining to these decisions. Undergraduates are introduced to thinking about the foundations of their science in such as way that they will be able to see the significance of thinking about foundations and think through the argument about these foundations themselves. In order to realize the goal, it is at the same time required to develop academic skills like analyzing precisely and discussing texts critically.

Course content
The general expression 'scientific research' needs to be specified. In order to relate to the areas of knowledge the students are relatively familiar with, special attention will be paid to matters in the philosophy of science that play an important role in business studies, economics and accountancy. Notions that will be discussed in particular include truth, validity, facts, method, contextuality, concepts, meaning and values.

Form of tuition
lecture
seminar
Lectures: there will be six lectures about the assigned texts in order to supplement students' own reading.

Workgroups: taking part in a workgroup is not compulsory, but it does provide an opportunity to gain a maximum of one full extra mark. Students participating in the workgroup are to do an assignment prior to each meeting.

Type of assessment
written interim examination

Course reading
- Ch. Krijnen / B. Kee (ed.), Philosophy of Economics and Management & Organization Studies. A Critical Introduction. Deventer: Kluwer 2009.
- Sheets will be made available on Blackboard.

Politics of International Security

Course code	S_PISC ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Examinator	B. Poor Toulabi LLM
Teaching staff	dr. F. Ostermann
Teaching method(s)	Study Group
Level	300

Course objective
- Familiarize students with the main theoretical outlooks in the field;
- Present students with some of the most topical themes of international security;
- Enable students to apply learnt theory in practical analytical work.

Course content
Politics of International Security is an introductory class in international security for 3rd year undergraduate students taking part in the International Security minor. The main purpose of this course is two-fold: to introduce students into main theoretical perspectives of the contemporary study of international security and to offer an overview of the most pertinent themes in international security. Students will explore the main avenues of theoretical thinking about international security and will learn about particular strengths and weaknesses of individual theories. Students will also familiarize with the international security architecture, its main actors and institutions and study contemporary issues within the field of international security, such as asymmetric warfare, energy security, climate conflicts, arms trade and ethnic violence.
Some knowledge of the main theoretical approaches of International Relations such as realism, liberal institutionalism, constructivism is advisable or should be acquired while participating in the course.

Form of tuition
Seminar

Type of assessment
15% class participation
25% group paper

60% final exam

Course reading
Tba

Target group
Students of the Minor International Security and exchange students

Principles of Bioinformatics

Course code	X_401094 ()
Period	Period 1
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. S. Abeln
Examinator	dr. S. Abeln
Teaching staff	dr. S. Abeln
Teaching method(s)	Lecture, Practical
Level	300

Course objective
Are you interested in bioinformatics? Would you like know how huge amounts of data can be analysed in order to discover new biology? Would you like to solve open questions in scientific research?
This course is open for any Bachelor student in a Science Degree (including Biology or Biochemistry).

Principles of Bioinformatics is the starting course for bioinformatics at an Academic level. It aims to give a broad overview of important topics relevant to the field, with a focus on current (open) problems in bioinformatics research.
During the lectures and practical sessions you will become familiar with practical solutions, but also discover that there is still a lot of room for improvement in this rapidly advancing field of research.

Goals:

• To make the students aware of gaps in their own background knowledge.
• The student will be aware of the major issues, methodology and available algorithms in bioinformatics.
• To work together in a group of diverse backgrounds.
• To gain hands-on experience in scripting and handling basic mathematical equations as a means of solving bioinformatics problems.
• To develop a basic understanding of major concepts in genomics and molecular cell biology or to develop a basic scripting skills in python that are relevant to current topics in bioinformatics

Course content
Theory:
• Evolution, Genomes, Sequences, Biomolecular Structure, Biological Databases BLAST & PSI-BLAST, Protein domains & evolution, Next Generation Sequencing (NGS) or Massively Parallel Sequencing (MPS) and analysis

Practical:
There are six practicals that aim to show you both existing solutions as well as open problems within the field of Bioinformatics. Half of the practicals are web-based: you use existing databases and (web-server) solutions to solve biological problems. In the remaining practicals you will use python scripts to automate queries to databases and web servers to investigate the value of current Bioinformatics Algorithms.

• Gene Ontolology Database (GO) (python scripts)
• Homology Searching (web-based)
• BLAST / PSI-BLAST (python scripts)
• Benchmarking (python scripts)
• NGS (web-based)
• Network analysis

Form of tuition
• 10 Lectures (two hour lecture in the morning, two days per week)
• 12 Project practicals (two hour sessions following the morning lectures, two days per week), partially supervised.
• 12 conversion classes in biology (four hour sessions on Friday at the UvA) or python scripting (two hour sessions in the afternoon at the VU)

Type of assessment
• [30%] Programming or Biology conversion classes
• [30%] Project (group work)
• [40%] Oral or written exam (depending on number of course students) to assess:exercises, topics covered by the project and lecture topics

Course reading
• Course material (slides, scientific papers) on bb.vu.nl
Essential Bioinformatics methods are covered by the following books:
• Essential Bioinformatics, Jin Xiong, Cambridge University Press, ISBN978-0-521-60082-8 (this is a very basic book, for BSc level only)
• Marketa Zvelebil and Jeremy O. Baum Understanding Bioinformatics Garland Science 2008 ISBN-10: 0-8153-4024-9 (if you are planning to take any further courses in bioinformatics, we would advise you to get this book)

Recommended background knowledge
An interest in programming and biological problems.

Target group
3CS, 3IMM, 3LI and:
3BIO, 3MNW, 3BMW, 3FAR

Remarks
This course is part of the Minor Bioinformatics and Systems Biology

This course is open for any Bachelor student in a Science Degree (including Biology or Biochemistry).

Product Design, History and Culture

Course code	L_AABAMKD203 ()
Period	Period 1

Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. E.A. Herring
Examinator	dr. E.A. Herring
Teaching staff	dr. E.A. Herring
Teaching method(s)	Lecture, Seminar
Level	200

Type of assessment
One written assignment (30%), and a written exam (70%)

Entry requirements
Students must have passed the first year course MKDA: Design (L_KABAMKD105), except for minor students.

Target group
2nd year BA students MKDA, track Design; minorstudents MKDA.

Programming

Course code	X_400554 ()
Period	Period 1, Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	ir. M.P.H. Huntjens
Examinator	ir. M.P.H. Huntjens
Teaching staff	ir. M.P.H. Huntjens
Teaching method(s)	Lecture, Practical
Level	100

Course objective
This course teaches how to use computers to solve problems with algorithms and structured programming.

Course content
primitive types, declaration, expression, assignment statement, iterations, methods, I/O using PrintStream and Scanner, array, class, object, standard classes String and Math, design of programs, matrix, using several self made objects in a program, recursion and using a graphical interface through a pre-programmed package.

Form of tuition
classes and practical

Type of assessment
grade for practical work + grade for examination. Both have to be passed.

Course reading

Absolute Java, Walter Savitch, Pearson International Edition, Fifth Edition, ISBN: 978-0-273-76479-3

Target group
Period 1 is for 1CS
Period 2 is for 2EOR

Remarks
In 2014/2015 there will be 2 resits.

Project Application Development

Course code	X_400556 ()
Period	Period 6
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	ir. M.P.H. Huntjens
Examinator	ir. M.P.H. Huntjens
Teaching staff	ir. M.P.H. Huntjens
Teaching method(s)	Lecture
Level	200

Course objective
To get more practical experience with programming.

Course content
modifiers, interfaces and clustering

Form of tuition
1 class the first day + 4 weeks practical

Type of assessment
Practical work + oral examination

Course reading
Absolute Java, Walter Savitch, Pearson International Edition, Fifth Edition, ISBN: 978-0-273-76479-3

Entry requirements
The practical work of Introduction to Programming in Java (X_400554) should be passed

Target group
1CS

Public International Law

Course code	R_Pub.int.l (200950)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid

Coordinator	dr. mr. K.M. Manusama
Examinator	dr. mr. K.M. Manusama
Teaching staff	dr. mr. K.M. Manusama
Teaching method(s)	Lecture
Level	400

Course objective
The course provides students with an overview of the foundational doctrines of international law. Students are required to reflect on these foundations, identify incompatibilities and to see how law and politics interact. Moreover, students will be familiarized with the basic legal regimes covering ius ad bellum and ius in bello and be required to critically apply these frameowrks to existing armed conflicts.

Course content
Sources and subjects of international law
Law of responsibility, with a focus on states and individuals
Jurisdiction and immunities
Collective Security Law
Self-Defense
Humanitarian Intervention
Basic Tenets of the Law of Armed Conflict

Type of assessment
Take home examination

Course reading
Jan Klabbers, International law, Cambridge University Press 2013
Syllabus

Recommended background knowledge
The course:
- Volkenrecht

Remarks
OBJECTIVES
Degree programme objectives Law and Politics of International Security

Final Attainment Levels
The student graduating with a Master's degree will have the following knowledge and understanding:
-International conflict and security law, including jus ad bellum, jus in bello and jus post bellum;
-The difficulties involved in the application of 'traditional' legal and political science concepts to contemporary armed conflicts.

Being capable of:
-The student graduating with a Master's degree will have a capability to:
-Identify and apply theoretical approaches from international law and political science;
-Identify the differences and overlaps between the various methodologies used in law and political science;
-Independently set up a legal and political arguments in the area of international conflict and security law;
-Independently apply research methods and interpret results;

Show evidence of:
- The student graduating with a Master's degree will have a critical, creative and innovative attitude with regard to:
-The way in which problems in the area of international conflict and security are framed in academic, legal and policy debates;
-The existing legal framework in the field of international conflict and security;
-Existing policy solutions in the field of international conflict and security;

Degree programme objectives International Crimes and Criminology
Final Attainment Levels
Knowledge of and insight into:
-Recent approaches, theories and insights from various disciplines in international crimes;
-Legal issues concerning international crimes.

Show evidence of:
-An independent, critical attitude with regard to existing theories and knowledge;
-An investigative, original and creative attitude with regard to existing issues and solutions;
-Critical, analytical and normative reflection on academic research and on research result.

Public Management

Course code	S_PM ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	prof. dr. M.B. Veenswijk
Examinator	prof. dr. W.A. Trommel
Teaching staff	prof. dr. M.B. Veenswijk, prof. dr. W.A. Trommel
Teaching method(s)	Lecture
Level	200

Course objective
The course Public Management provides knowledge on and insight into a) the way in which the public sector is organized and managed, b) the reasons for introducing business-like principles in public sector institutions ('new public management') c) the ways in which these new public management systems function or not function and d) the (unintended) outcomes of these systems in terms of 'public value' and societal problem-solving.

At completion of the course, students will have acquired:
- The ability to critically evaluate the merits of the new public management movement
- A basic understanding of the academic public management literature
- Deeper understandings of the complexities of public organizing and managing in late-modern societies;
- Tools to develop relevant research question in the field of public

management.

Course content
Public Management concentrates on the organizational and managerial complexities of creating public value in our late-modern, highly complex societies. Basically the course is organized around two ‘story lines’.
First, a macro approach is used to explain where we come from and where we are going in the field of public sector institutions. What do we mean by public interest and public value? Why has the classic, bureaucratic approach to public organizing been replaced by ‘new public management’ principles? Which public management models can be distinguished? What do we know about the performance of these models, and how must we evaluate their outcomes from the perspective of public value?
Second, a meso/micro approach will be applied, focusing on concrete examples of new public management, such as public-private collaborations, performance management and quasi-markets. How does it work, which complexities are at stake, how do actors deal with them and what can we learn about the weaknesses and strengths of the various approaches?

The teachers in this course find it important to clearly introduce the state of the art in new public management practices and theory. However, next to that, they hope to stimulate a critical attitude towards the field. That is, they will stress that public management is not only about being more efficient and economic in public sector affairs. In the first line of the course it will be stressed that new public management is also about ‘creating legitimacy’. This will set the stage for the second line, in which public management is analyzed from a more cultural perspective: which meaning do actors attach to their management systems and what does this tell us about the actual value of these systems?

Type of assessment
Written exam and small assignments

Public Relations and Reputation Management

Course code	S_PRRM ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Teaching staff	dr. G. Ranzini, dr. D. Oegema, drs. D.J. Schutten, dr. J. Bartels
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
After completion of the course students
• have knowledge of theories, strategies and effects of public relations and reputation management
• are able to describe the interplay of organizations, media and stakeholders from a theoretical perspective
• have knowledge on specific fields of PR and reputation management, such as Corporate Identity Management, Crisis Communication, Issue Management, Corporate Social Responsibility, Change Communication,

Online-PR and PR- ethics
• are able to develop concrete Reputation Management Strategies.

Course content
After a short introduction, conceptual foundations and definitions of Public Relations and Reputation Management are discussed. Next, the course analyses the interplay between organizations, media (framing, agenda building, news value), stakeholders and the role of corporate identity management for building reputation, After that it teaches concrete strategies and effects of Public Relations and Reputation Management (e.g., media relations, communication plans). Subsequently. Finally, the course discusses PR and Reputation Management in specific areas such as Corporate Identity Management, Crisis Communication, Issue Management, Corporate Social Responsibility, Change Communication, Online-PR and PR-Ethics, Attached to the lectures are workgroups in which subgroups work on relevant cases.

Form of tuition
Lectures and workgroups

Type of assessment
Exam and interim test

Course reading
Electronic reader with scientific articles, The complete list of literature will be announced on the Blackboard page before the start of the course.
Course book: Cornelissen, Joep (2014). Corporate communication: a guide to theory and practice (forth edition). SAGE Publications.

Target group
2nd year Bachelor students CW, B&O and exchange students.

Quantitative Business Analysis

Course code	E_IBA2_QBA (61642040)
Period	Period 4
Credits	3.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. J.R. van den Brink
Examinator	dr. J.R. van den Brink
Teaching staff	dr. J.R. van den Brink, dr. I.D. Lindner
Teaching method(s)	Lecture, Instruction course
Level	200

Course objective
This course provides an introduction to the application of quantitative modelling and analyses to business administration problems. In particular, the student is supposed to be able to (i) model decision problems, (ii) interpret models, (iii) compute solutions of models, (iv) make a quantitative reasoning, and (v) draw conclusions for the decision problem from the quantitative analysis.

Course content
The course emphasizes decision trees and game trees. Decision trees and game trees are tools of modern management in analyzing financial situations of decision that have a factor of uncertainty and in analyzing situations of negotiation that involves a number of participants. These quantitative methods of analysis will be discussed as part of practical applications by using auxiliary software for managerial purposes.

Form of tuition
lecture working group
During six weeks there will be a weekly lecture (two hours) and a working group (two hours).

Type of assessment
written interim examination

Radicalization and Conflict

Course code	S_RC ()
Period	Period 1, Period 4+5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. J. van Stekelenburg
Examinator	dr. J. van Stekelenburg
Teaching staff	dr. J. van Stekelenburg
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
Students have insight into processes of polarization and radicalization based on cultural and religious social identities. They understand how group processes and institutional and cultural dynamics shape cultural conflicts between social groups.

Course content
Ethnic and religious identities have increasingly become a focal point of social conflict. Ranging from interpersonal discrimination and group conflicts to demonstrations, riots, and terrorism, cultural identities seem to have radicalized, both among native and migrant groups. They have become a major concern for various policy makers. How has cultural identity become so politicized? And is it really a sign of this time? What for instance about the Spanish separatist movement ETA, or the Irish IRA opposing British rule in Ireland? This course analyzes contemporary Western polarization and radicalization and compares it to more historical and non-western episodes of radical conflict. What happens at the individual and group level? And how does the institutional and cultural dynamics in society help shape and prevent religious and cultural conflicts between groups?

Type of assessment
Examination and assignments

Course reading
To be announced

Target group
Bachelor students, exchange students

Remarks
This course is part of the minor Frontiers of Multicultural Societies

Representation Theory

Course code	X_417004 ()
Period	Semester 1
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Exacte Wetenschappen
Teaching method(s)	Lecture, Seminar
Level	400

Target group
3W

Remarks
Course registration at the UVA is compulsory at least 4 weeks before the start of the semester via https://www.sis.uva.nl

Research Paper International Security

Course code	S_RPIS ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	prof. dr. W.M. Wagner
Examinator	prof. dr. W.M. Wagner
Teaching staff	prof. dr. W.M. Wagner
Teaching method(s)	Study Group
Level	300

Course objective
The course has the following objectives: a) acquisition and application of research skills; b) critical assessment of scholarly work; c) integration of knowledge from the various subfields of the minor.

Course content
Students are advised how to produce a brief research paper that elaborates on a topic in one of the subfields of the minor.

Form of tuition
In this course students are divided in groups that correspond to key themes in the preceding four courses. After a limited number of tutorial meetings to define a research question and to delineate the relevant

literature and the main positions in it, they are to write a research report as a group. The research to be undertaken is to be mainly based on the secondary literature but is also to involve some analysis of primary data like relevant policy documents or interviews with policy makers.

Type of assessment
In this course students are divided in groups that correspond to key themes in the preceding four courses. After a limited number of tutorial meetings to define a research question and to delineate the relevant literature and the main positions in it, they are to write a research report as a group. The research to be undertaken is to be mainly based on the secondary literature but can also involve some analysis of primary data like relevant policy documents or interviews with policy makers.

Course reading
To be announced

Entry requirements
Students are required to have participated fully in 1 of the 4 other courses of the minor.

Target group
Students of the minor in International Security and exchange students.

Research toolbox

Course code	P_BRESTBX ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. A.V. Belopolskiy
Examinator	dr. A.V. Belopolskiy
Teaching staff	dr. A.V. Belopolskiy
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. For each paradigm one student in the group is tasked with writing a report on the results.

Type of assessment
Students are judged on the basis of their presence and participation in the group (20%), on the basis of the reports emanating from their group (40%), and on the basis of the report for which they themselves are responsible (40%). 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 Blackboard.

Security

Course code	X_401091 ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	I. Haller
Examinator	dr. J.M. Slowinska
Teaching method(s)	Lecture
Level	200

Course objective
Introductory course that covers a wide spectrum of security issues. After completing the course, students will be familiar with fundamental concepts behind security. They will also understand and be able to apply cryptography, network and web security.

Course content
This course will cover the most important features of computer security. More specifically, we briefly introduce fundamentals of security, cryptography and cryptographic protocols. Also, we include topics such as network security, web security, and identification and authentication. Part of the course will be hands-on: in lab assignments, students will learn how to apply the theory discussed during the lectures in real-world scenarios.

Form of tuition
Lectures and homeworks

Type of assessment
Written exam and homeworks.

Course reading
To be decided. Please check the course webpage for details.

Target group
2INF

Remarks
http://www.few.vu.nl/~asia/security_course

Security and Policing

Course code	S_SP ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. J.S. Timmer
Teaching staff	dr. R. van Steden
Teaching method(s)	Lecture
Level	300

Course objective
The aim of this course is to present students with the state of the art of academic policing & security studies. The course's overall goals are as follows:
1. Familiarize students with key concepts and theories in policing & security studies;
2. Illuminate students with empirical illustrations of how police and policing works in practice;
3. Enable students to critically reflect on their theoretical and empirical knowledge.

Course content
This introductory course gives a coherent insight in key issues and debates in police and security studies. We interpret "policing" as a broad concept, not only referring to the national – or state – police, but also to international, private, commercial and municipal actors involved in the security field. By following the course you will learn more about the following issues:
1. Foundations of policing, among which: history of policing, and the core issues in policing;
2. Organization and operations of policing, among which: comparing police systems, and introducing operating concepts such as community policing, zero-tolerance policing and intelligence-led policing;
3. Police conduct, among which: law enforcement, culture, use of powers, and accountability & responsibility;
4. New trends in policing, among which: the rise of plural and private forms of policing.

By focusing on the issues outlined above, we address local, national and international questions of policing & security with special attention to challenges and dilemmas organizations and professionals are confronted with.

Form of tuition
Interactive lectures. Students are supposed to have read the chapters/articles prior to each lecture. They are also expected to participate actively in the discussion.

Type of assessment
Written exam

Course reading
The literature will be announced and placed on Blackboard.

Target group
Students of the minor International Security, exchange students, and other students who are interested in policing & security studies.

Remarks
Please bear in mind that this seminar is in English. This means that passive and active command of the English language in reading, writing and speaking is required, particularly in view of the written exam.

Sedimentary Environments

Course code	AB_1093 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. M.A. Prins
Examinator	dr. M.A. Prins
Teaching staff	dr. C. Kasse, dr. S.J.P. Bohncke, prof. dr. R.T. van Balen, dr. M.A. Prins
Teaching method(s)	Lecture, Seminar, Excursion
Level	300

Course objective
The goal of this course is to characterise, classify and interpret a selected number of terrestrial and marine sedimentary environments in terms of their processes, facies distribution, morphology and stratigraphy.

Course content
Special attention will be paid to glacial, periglacial, aeolian and coastal environments.
Glacial environments (van Balen): tectonic and sedimentary processes related to glacial ice sheets will be discussed, including the formation and structures of ice-pushed ridges, formation and deformation of boulder clay (glacial till), proglacial sedimentary environments and glacial landforms.
Periglacial environments part (Kasse): processes and landforms that are specific to this environment and their paleoclimatic significance will be discussed. Special attention is paid to those phenomena which are also preserved in the fossil record.
Aeolian environments part (Prins): the sedimentary processes responsible for sand and dust transport, the specific climatic setting of such environments, and associated landforms and deposits will be discussed. Special attention will be given to recent and fossil dust deposits (terrestrial and marine) and their paleoclimatic significance.
Coastal environments (Bohncke): specific coastal environments, such as beaches, coastal barrier islands, tidal flats, estuaries and deltas will

be discussed in relation to the following themes: (1) morphology (and facies distribution) as a function of especially the relationship between energy (tidal and wave action), material and river influence, and (2) evolution as a function of sea level changes and other factors.

Form of tuition
The course has a study value of 6 ECTS and has a study load of about 168 hours consisting of:
- Lectures (11 sessions of ~3.5 hr), including practicals, literature presentation and discussion meetings.
- Field trips (2 x 1 day).
- Self-tuition (~110 hr).

Type of assessment
- Periglacial environments part (25% of final mark): practical/excursion report, literature presentation, written examination.
- Coastal environments part (25% of final mark): literature presentation, written examination.
- Eolian environments part (25% of final mark): literature presentation, written examination.
- Glacial environments part (25% of final mark): literature presentation, report of presentation, written examination.

Course reading
A course manual and list of selected literature (book chapters, articles) will be made available via Blackbo

Entry requirements
A requirement for this course is that students have followed the second year course ‘Kwartair Geologie (AB_1084)’.

Target group
Bachelor students

Sedimentology and Historical Geology

Course code	AB_1097 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. E. Ufkes
Examinator	dr. E. Ufkes
Teaching staff	dr. E. Ufkes, prof. dr. J.J.G. Reijmer
Teaching method(s)	Practical, Seminar, Computer lab, Excursion
Level	300

Course objective
The main goal of this course is to achieve insight in the geological and biological history of Earth as a continuum of interrelated events that have shaped our planet; to recognize the sequence of and interrelationships between major events in the history of the Earth, its surface, and its life forms. This will create an increasing awareness on e.g. how interdependent all of its various systems and subsystems are. In order to gain an understanding of stratigraphic patterns and

structures influenced by relative sea-level changes, variability in accommodation
space and sediment production an industry-based modeling programme is used.
By the end of the course the student should be able to
- Know the main tectonic, climatological and evolutionary events in their context in space and time,
- Present his/her geological topic in an oral form,
- Reach fair acquaintances with applying a modelling programme.

Course content
The course commences with a brief history of historical geology and an overview of the major global events. We address major themes – sedimentology, stratigraphy, structural geology, paleontology, and plate tectonics in time and space –, which are woven together to unravel Earth's history. The focus is on those, large-scale, processes relevant for understanding how climatic and tectono-sedimentary changes are recorded in the geological record. In addition, the interdependent aspects of these themes will be addressed. Smaller-scaled events will be highlighted during the oral presentations of selected geological topics. As part of the sedimentology chapter, computer practicals will be applied that concentrate on how sedimentological processes function on Earth. These processes will be explored using an computer-modelling programme, Carbonate3D+; a programme that also is used to teach sedimentologists in the hydrocarbon industry.

Form of tuition
11 lectures (22 hours), literature study, presentations, group discussions and (computer)practicals (16 hours)

Type of assessment
Written exam (60%), evaluation of oral presentations (20%) and assignments handed out during the course (20%). Latter also includes a small report on the Carbonate3D+ exercises.

Course reading
Historical Geology, International Edition 7e by Reed Wicander & James S. Monroe, 2013; Lecture notes; course information on BlackBoard

Entry requirements
AB_450069; Sedimentologie en Stratigrafie

Recommended background knowledge
AB_450069; Sedimentologie en Stratigrafie
AB_1120; Sedimentaire systemen in ruimte en tijd

Target group
Earth Sciences; Minor Solid Earth

Remarks
marked activities (*) will be effective from September 2014 on.

** onder voorbehoud, eind April 2013 bekend

Semantic Web

Course code	X_400083 (400083)
Period	Period 1

Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. K.S. Schlobach
Examinator	dr. K.S. Schlobach
Teaching staff	dr. K.S. Schlobach
Teaching method(s)	Lecture
Level	300

Course objective
The purpose of this course is to make the student acquainted with the possibilities of knowledge representation techniques on the World Wide Web, specifically Semantic Web techniques.

Course content
The Internet provides big opportunities for users of existing and novel knowledge representation techniques. An important goal is the reform of the present Web, which consists of pages that are intended for human consumption, into a future Web where knowledge is explicitly modeled, such that it can be appropriated for machine consumption. This will be an important step towards the realization of improved search engines, information filters, adaptive Web-sites, etc. In this course we will treat a number of techniques and representation formats (RDF, OWL) that stand at the basis of the future of Web. The course discusses a number of application scenario's such as e-commerce, search, navigation, and format-independent publishing.

Form of tuition
The course consists of lectures and practical sessions. During the practical sessions an application will be created which makes use of state of the art representation and query languages..

Type of assessment
The mark will be determined through a final project.

Course reading
A Semantic Web Primer (3rd edition)
Grigoris Antoniou, Paul Groth, Frank van Harmelen and Rinke Hoekstra, MIT Press, September 2012

Target group
3I, 3-IMM, 3LI.

Sensation and Perception

Course code	P_BSENPER ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. W. Donk
Examinator	dr. W. Donk
Teaching staff	dr. W. Donk

Teaching method(s)	Lecture
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
The course consists of 10 two-hours (interactive) lectures.

Type of assessment
Written examination: open end questions.

Course reading
Goldstein, E.B. (2013, 9th Edition) Sensation and perception. Pacific Grove, CA: Wadsworth.

Recommended background knowledge
There are no formal qualifications required other than the general requirements applicable for all minor courses. It is recommended though to have completed the bachelor course Cognitive Psychology.

Service Science

Course code	X_401077 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. M. Razavian
Examinator	dr. M. Razavian
Teaching method(s)	Lecture
Level	300

Course objective
To The overall course objectives are:

- O1. Understand the multi-disciplinary nature of Service Science
- O2. How to Analyze and Design an e-service from both business/economic and IT perspectives
- O3. Reflect through a multidisciplinary lens on the gap between business and web services as well as on the process of how a business idea is converted to a set IT service solutions.

Considering the following objective, on completion of the course, the students will gain the following competencies:

• C1. Create different e-service (business) ideas and critically assess them. In this way the student will be able to take an informed decision about the e-services based on possible risks and opportunities.

• C2. Exploration of the e-Service idea from a business perspective. In this way the student will be able to further design and develop the e-service idea using different analysis techniques. The student will be able to to analyze and design an e-services from different views.

• C3. Transform the business perspective of the e-service design into IT perspective. In this way, the student will be able to fully change the perspective and analyze and design the e-service from IT-perspective.

• C4. Assess the gaps between business and IT perspectives of their e-service. In this way the students will be able to verify if the designed IT e-service realizes business idea behind the e-service.

Course content
Service science is organized in two tracks: (i) Business Services and (ii) Web Services. The Business Services track provides the students with the knowledge of different interpretations of ‘service’ and economic importance of services, strategic issues related to services as well as approaches to develop services. The Web Services track provides students with the knowledge of, the historic path to web services, the core standards: SOAP, WSDL, UDDI at a conceptual level, and service coordination and composition. Special emphasis is given to bridging the gap between business service and web services. The students participate in small teams to develop and understand both business services and web services and align the services in the two perspectives. In addition, experts from academia and industry areinvited to give guest lectures.

Form of tuition
Lectures and group work.

Type of assessment
Written exam and written reports of the assignments.

Course reading
Service Management, 8th international student edition, James A. Fitzsimmons, Mona J. Fitzsimmons, Sanjeev K. Bordoloi, 2014
Web Services, Gustavo Alonso, Fabio Casati, Harumi Kuno, Vijay Machiraju, 2004

Recommended background knowledge
Business Modeling & Requirements Engineering

Target group
3IMM, 3CS, 3LI

Services Logistics

Course code	E_BK3_SL (61332060)
Period	Period 4
Credits	6.0

Language of tuition	Dutch
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	prof. dr. ir. S.L.J.M. de Leeuw
Examinator	prof. dr. ir. S.L.J.M. de Leeuw
Teaching staff	prof. dr. ir. S.L.J.M. de Leeuw
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
These days, services take a large share of gross domestic product. In logistics, the focus has traditionally been on product- based operations but not so much on services based operations such as banks, hospitals or airlines. This course discusses logistic aspects of services firms and provides students with:
- an understanding of key concepts in managing logistics in service oriented businesses
- the ability to make quantitative trade-offs in after sales service related logistics decisions

Course content
Concepts of managing logistics in service oriented businesses:
- Introduction and strategies
- Capacity management
- Demand management
- Delivery management
- Value added services

Form of tuition
Hearing lectures

Type of assessment
Written examination

Course reading
Provided via blackboard

Services Marketing Management

Course code	E_IBA2_SMM (61652020)
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	drs. I.J.C. Leijen
Examinator	drs. I.J.C. Leijen
Teaching method(s)	Lecture, Instruction course
Level	200

Course objective
- Be able to reproduce definitions, models, and theoretical principals of services marketing.
- Be able to distinguish differences and similarities between the various theories.

- Be able to implement the acquired insights in real business cases.
- Be able to choose and integrate the models and theories and to judge them critically.

Course content
- Introduction of the service concept and its definition.
- The impact of the specific nature of services on marketing management.
- The extended marketing mix for services (i. e. Product, Place, Price, Promotion, People, Process, and Physical Environment).
- Management of demand in services firms.
- Service Quality.
- The Gaps model.
- The SERVQUAL model.
- Customer loyalty and recovery in services firms.

Form of tuition
Lectures and guest lectures

Type of assessment
Written examination (multiple choice questions)

Course reading
- Wilson, A., Zeithalm, V.A., Bitner, M.J., Gremler, D.D. (2012). Services Marketing: Integrating customer focus across the firm (Second European Edition). Maidenhead: McGraw-Hill Higher Education. ISBN13: 978-007713171-5. ISBN-10: 007713171-1.
- Several academic papers

Recommended background knowledge
Preceding courses:
- Marketing and Marketing Research (M+MR) 1.1.
- Business Administration in a Service Industry (BASI) 1.1.

Sexual Health: Threats and Opportunities

Course code	AB 1034 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. M. van Elteren-Jansen
Examinator	dr. M. van Elteren-Jansen
Teaching staff	dr. F. de Boer
Teaching method(s)	Study Group, Lecture
Level	300

Course objective
The aim of this course is to give students information about scientific research into sexual health, its opportunities and threats from different disciplines.

Final attainment level
• The student has knowledge about the physiological basis of sexual development;
• The student has knowledge about ethical aspects of self determination

in relation to human reproduction;
• The student has knowledge about the history of sexuality as a science;
• The student has knowledge about sexually transmitted diseases, infections, symptoms, treatments and prevention;
• The student has knowledge about different sexual orientations and identities;
• The student has knowledge about sexuality education and the main ingredients for success of these programs;
• The student has knowledge about global developments of sexuality, global sexual norms and values;
• The student has knowledge about social and societal issues in relation to sexual behaviour;
• The student has knowledge about cultural diversity and sexual behaviour.

Course content
Sexual health will be approached from different scientific perspectives. The rapid spread of sexually transmitted diseases, such as HIV/Aids, but also chlamydia and HPV, has led to an emphasis on the possible threats of sexual behaviour. In this course, the focus will also be on opportunities of sexual behaviour, such as creating new life and enjoying the presence of the other, being either male or female. Ethical dilemmas in relation to new methods of artificial human reproduction are discussed. Information is presented about sexual identity and its relation to health. Themes related to social and societal influences on sexuality and policy decisions will be discussed. The students will learn about sexuality education programs in the Netherlands and abroad and the relation with societal norms and values regarding sexual behaviour.

Form of tuition
Lectures (24 hrs), tutorial groups (7 hrs), excursion (3 hrs) and DVD-presentation (3 hrs).
During the tutorial groups, students will work in teams of 3-4 persons on an assignment.

Type of assessment
Examination in the form of a written exam, a group paper and presentations.
The exam consists of open questions and is based on the lectures and the literature for this course. The exam will count for 70% and the paper for 30% of the final result. For both parts, a rating of 6 counts as a sufficient result.

Course reading
Literature includes but is not limited to:
• Gianotten W, Schade A. Sexuality and Fertility Issues. In: Haan, N. de, Spelt M, Göbel R (eds). Reproductive Medicine: a textbook for paramedics. Amsterdam, Elsevier Gezondheidszorg 2010:167178.
• Dondorp, W., Wert, G. de. Innovative reproductive Technologies: risks and responsibilities. In: Human Reproduction 2011, 26: 16041608.
• Harwood, K. Egg freezing: a breakthrough for reproductive autonomy? In: Bioethics 23 (1) 2009:3946
• Kirby, DB., Laris, BA., Rolleri, LA., Sex and HIV education programs: their impact on sexual behaviours of young people throughout the world. In: Journal of Adolescent Health 2007; 40:206217.
• Hülya Kosar Altinyelken, Jacobijn Olthoff (March 2014). Education and Sexual and Reproductive Health and Rights: A Review of the Critical Debates. The Amsterdam Institute for Social Science Research (AISSR),

University of Amsterdam, 17-Mar-14. See:
http://educationanddevelopment.files.wordpress.com/2013/11/sexual-and-reproductive-health-and-rights-and-education-a-review-paper.
• Kalra, Gurvinder and Bhugra, Dinesh(2010) 'Migration and sexuality', International Journal of Culture and Mental Health, 3: 2, 117 — 125
• Bullough, VL. Sex will never be the same: the contributions of Alfred C. Kinsey. Archives of Sexual Behavior 2004, 30: 277286.
• Kuyper, L., & Vanwesenbeeck, I. Examining Sexual Health Differences between Lesbian, Gay, Bisexual, and Heterosexual Adults: The Role of Sociodemographics, Sexual Behavior Characteristics, and Minority Stress. In: Journal of Sex Research 2011, 48: 263274
• Laan, E., Both S. What makes women experience desire? In: Feminism & Psychology 18 2008: 505514.

Target group
The minor is open to students in Health Sciences, Health and Life Sciences, Human Movement Sciences, Biomedical Sciences, Medicine and Psychology from the VU University. Students from other universities enrolled in similar education are also invited to participate.

Remarks
Guest lecturers in this course are:
• Woet Gianotten, World Association for Sexual Health (WAS)
• Rien Janssens, Department of Medical Humanities Vumc
• Susanne Metselaar, Department of Medical Humanities Vumc
• Rob Hermanussen, General Practioner SOA AIDS Foundation Netherlands
• Petra Verdonk, Department of Medical Humanities Vumc
• Yuri Ohlrichs, Rutgers WPF
• Jo Reinders, Rutgers WPF
• Bram Tuk, Pharos
• Marie-Louisse Janssen, Faculty of Social & Behavioural Sciences, University of Amsterdam
• Marianne Jonker, Faculty of Social & Behavioural Sciences, University of Amsterdam
• Lisette Kuyper, The Netherlands Institute for Social Research,
• Ellen Laan, Department of Sexology and Psychosomatic Obstetrics and Gynaecology Academic Medical Center, University of Amsterdam
• Jos Megens, Gender Clinic VU University Medical Center Amsterdam

Shakespeare Adaptations

Course code	L_ELBAELK306 ()
Period	Period 5
Credits	3.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
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	300

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

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

Form of tuition
A weekly film screening and a weekly two-hour seminar.

Type of assessment
Final essay

Course reading
To be announced.

Entry requirements
None.

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

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

Social Cognition

Course code	P_BSOCCOG (813005)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
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, feelings, 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 and feel 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 and then will design and perform an experiment related to the article's topic. 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 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
- Perform study with workgroup
- Workgroup presentations results study
- Workgroup meetings with lecturer

Type of assessment
- The final grade for this course is composed of an exam grade, which accounts for 80%, and a grade for the workgroup presentation, which counts for 20%. To pass the course students need to have a 6 or higher for the exam.
- For the exam students have to study the complete book, the lecture material, and the material discussed by the workgroups. 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 presentations and will grade them. The grade for the workgroup presentation also takes into account the quality the experiment. Presentations have to be in English and everybody has to present a part.
Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
- Moskowitz, Gordon B. (2004), Social Cognition: Understanding self and others. New York: Guilford Press ISBN 9781593850852 (€42,99).
- Several scientific articles as a theoretical background for the students' workgroup presentations.

Social History of the United States

Course code	L_GEBAALG003 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. C.A. Davids
Examinator	prof. dr. C.A. Davids

Teaching staff	prof. dr. C.A. Davids, dr. S.W. Verstegen
Teaching method(s)	Lecture
Level	200

Social Inequalities and the Welfare State

Course code	S_SIWS ()
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	drs. B. Slijper
Examinator	drs. B. Slijper
Teaching staff	drs. B. Slijper, M.F.F. Soentken
Teaching method(s)	Study Group, Lecture
Level	300

Course objective
1. Students are able to distinguish and describe the relevant forms and dimensions of social inequality;
2. Students are able to distinguish and critically assess functionalist and conflict perspectives on social inequality;
3. Students have basic knowledge of the types, degree and development of social inequalities in contemporary Western societies, and the differences between societies thereof;
4. Students gain a solid understanding of what is a welfare state and which types, or regimes, of welfare states exist;
5. Students learn the most important sociological and political science explanations of why welfare states developed the way they did;
6. Students understand the relationship between social inequality and the welfare state and know how the latter shapes the former.

Course content
This course is designed to introduce students to the various issues concerning the forms, origins and structure of social inequalities in contemporary Western societies, and to analyze the intended and unintended ways in which welfare states affect these social inequalities. The course is divided into four parts:
1. In the first part, we will discuss the problem of social inequality. Why is social inequality a relevant social and social scientific problem? What are the different types and dimensions of social inequality? And what are the main explanations for the existence and persistence of social inequalities?
2. In the second part, we will address the question to what extent the ideal of equality of opportunities has been realized in contemporary Western societies. Specifically, we will examine the role of the educational system in explaining persistent inequalities on the basis of social background, gender or ethnicity.
3. In the third part, we zoom in onto the question to what extent inequalities of outcome have been regulated by modern welfare states. Although modern welfare states were designed to moderate socio-economic inequalities and to alleviate their consequences, the effects of welfare states have been diverse. First, we will discuss what a welfare state is

and why we needed it in the first place. Then, we turn to the question of how these welfare states came about, that is to say, which sociological, economic and political factors were responsible for their emergence? We will see that the welfare state does not exist but that welfare states come in different types or regimes. Which ones are these? And have these changed over time? Finally, we turn to the relationship between welfare states and social inequality. To what extent does the welfare states indeed reduce social inequalities? Do countries vary in the extent to which they do so and does this capacity change over time?
4. Finally, in the fourth and last part we will discuss the future of the welfare state in the light of recent developments such as globalization, the financial crises, and political challenges such as the new north-south division within Europe.

Type of assessment
Written examination

Course reading
A selection of chapters and articles by (a.o) Sorokin, Bourdieu, Grusky, Tilly, Crul and Van Kersbergen and Vis. Full references and availability to be announced in due course on Blackboard.

Recommended background knowledge
Basic knowledge of Sociology and/or Political Science is recommended.

Target group
BSc2 SOC
BSc3 POL
BSc3 CAO
Exchange Students

Remarks
This course is taught by lecturers from the Department of Sociology and the Department of Political Science.

Social Network Analysis

Course code	E_IBA3_SNA (61742000)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. Z. Sasovova
Examinator	dr. Z. Sasovova
Teaching staff	dr. Z. Sasovova
Teaching method(s)	Lecture, Study Group, Practical
Level	300

Course objective
After a successful completion of this course a student:
- understands what constitutes a social network
- can identify and describe different levels of analysis and formulate/solve problems in terms of network variables
- is able to apply key concepts of social network analysis in a given (work) situation to analyze potential problems, generate and

justify possible solutions
- can use specialized software for network analysis (UCINET) to analyze and interpret hypotheses regarding own network position
- recognizes connections between themes at different levels (interpersonal, team, and interfirm relations)
- is more aware of the role of social relations in the private and business environment

Course content
The focus of this course is on knowledge and understanding of network theories and application of social network analysis (SNA) methods in intra- and interorganizational processes. The course draws on research in this area to investigate the antecedents and consequences of social networks - where social networks come from and how they influence important workplace outcomes such as performance, career success and job satisfaction. In addition, students get a hands-on experience with specialized software for analyzing social networks (UCINET) and an opportunity to apply network concepts to analyze their own network position. Students are required to actively participate and apply the knowledge acquired during the lectures in writing a report.

Form of tuition
Lectures and seminars.
During the lectures the basic concepts and the theory from SNA literature will be addressed. The lecture material will be enriched with cases, applications and examples of online networking software tools. The seminars will include a tutorial on using software for analyzing social networks (UCINET) in a computer lab and discussion sessions scheduled for students to deepen their understanding of the lecture material and prepare for writing the report. One session will be devoted to the network simulation game.

Type of assessment
Written examination:
The exam consists of open questions requiring short answers testing both in-depth understanding and application of the network concepts and theories.
Personal Network Analysis assignment:
This assignment consists of a short report based on analyzing own network position with UCINET - students calculate different network measures, compare the results with the rest of the peer group (class) and visualize their network. In the report they reflect on their network behavior with a view on short- and long-term objectives.
EIS simulation game:
A network simulation game during which students take up a role of an external consultant. They experience an organization’s responses to the initiatives they take with the intention to support a large-scale change process.

Course reading
Kilduff, M. & Tsai, W. (2003). Social networks and organizations. London: Sage. (available as e-book via the library: http://tinyurl.com/q8znj5v)
Additional literature in the form of empirical articles and case studies available onlina via the library.

Entry requirements
Basic understanding of business administration topics and issues.

Social Structure and Political Mobilization

Course code	S_SSPM ()
Period	Period 5
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, dr. T. Immerzeel
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
Gaining knowledge of and insight in theories of and empirical research into patterns of conventional and unconventional political participation and non-participation. Being able to relate theories and empirical research on political mobilization to theories of social structure.
Being able to apply these insights in the analysis of changes in conventional and unconventional political behavior over time.

Course content
This course focuses on political participation and the question of why and how people participate, or do not participate. Western democracies offer their citizens a whole variety of opportunities to express their preferences to political power holders, ranging from conventional political participation like electoral participation, party or association membership, contacting political actors etc. to non-conventional participation, most often protest behavior, such as demonstrating, petitioning, striking, boycotting and so on. Citizens and the state can hence be interacting in two separate ways -conventional and unconventional. How are the two related to each other? Is there an intrinsic relation between conventional and unconventional political participation? Are conventional and unconventional political participation on the decline in contemporary societies? Or are people only leaving traditional forms for new venues and technologies? And what social conditions are conducive to (un)conventional political participation? This course presents classical theories and contemporary findings on these questions.
Students will apply these insights by analyzing a specific research question related to political participation. Some basic knowledge of statistics and SPSS is assumed, such as crosstables, correlation, regression, comparing means, or making graphs.

Type of assessment
Individual assignments and group assignments.

Course reading
Selected articles and additional material to be announced.

Target group
BSc2 POL
BSc2 SOC
Exchange students

Sociology of Globalization and Multiculturalism

Course code	S_SGM ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	drs. B. Slijper
Examinator	drs. B. Slijper
Teaching staff	drs. B. Slijper
Teaching method(s)	Lecture
Level	200

Course objective
1. Students are familiar with the basic concepts in this research field: nation(alism), culture, ethnicity and identity.
2. Students are able to distinguish between the different theories on the effects of globalization of national societies: homogenization, differentialism and hybridization.
3. Students are able to distinguish between the different theories of immigrant incorporation; assimilation, multiculturalism and trans- and postnationalism.

Course content
This course is an introduction to the minor Frontiers of Multicultural Societies. Students will be introduced into the basic concepts en theories in this research field. The course will offer the student a broad overview of the facts and figures of globalization and immigration, its presumed effects on national cultures, and the most important theoretical debates within this thematic. The parallel course Radicalization and Conflict, and the subsequent courses Global Religion and Identity and Diversity in Organizations will zoom in to the more specific issues of globalization and diversity from various disciplinary perspectives. The final course Urban Struggle focuses on the concrete manifestations of globalization, migration and diversity in the local metropolitan context.

Type of assessment
Written examination

Course reading
Kivisto, Peter & Thomas Faist (2010). Beyond a border: The causes and consequences of contemporary immigration. London: Sage.
Additional articles available on-line (t.b.a.). These articles will include (excerpts from) classical texts by authors such as Benedict Anderson, Ernest Gellner, Rogers Brubaker, Samuel Huntington, Benjamin Barber, Francis Fukuyama, Ulf Hannerz, Milton Gordon and Alejandro Portes.

Target group
Bachelor students; Exchange students

Remarks

This course is part of the minor Frontiers of Multicultural Societies.
Note that the course has an introductory character.

Software Modelling

Course code	X_401016 (401016)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. P. Lago
Examinator	dr. P. Lago
Teaching staff	dr. P. Lago
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
Learn notations to model software systems. Practice with model-driven reasoning about a piece of software. Develop critical reasoning skills to select the most appropriate modeling notation and apply it to the (software) problem at hand.

Course content
Developing real-case software systems is complex; they are large, and their development often starts when it is still unclear what they should precisely do.
The goal of software modeling is to model modern, complex software systems in a systematic manner. The lectures will cover and apply a number of software modeling notations and techniques.
The students will learn which technique is the most appropriate for which problem, how to describe a (software) problem in models, how to use such models to reason about software, and finally how to use models to discuss ideas and plans with other stakeholders so that requirements are clarified and software systems are well understood and developed in a more reliable way.

Form of tuition
HC and WC

Type of assessment
Modeling assignments (in teamwork project) contributing to the final grade, and final written exam. The specific grading rules are explained in the first lecture and are published on Blackboard.

Course reading
- Software Engineering: Principles and Practice, by Hans van Vliet (Wiley & Sons, 2008).
- Learning UML 2.0 - A Pragmatic Introduction to UML, by Russ Miles and Kim Hamilton (O'Reilly, 2006).

Recommended background knowledge
Programming (for instance Java or C/C++)

Target group

2CS

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. P.J.M. Pennings, dr. E.B. van Apeldoorn
Teaching method(s)	Lecture
Level	100

Course objective
This course aims to introduce students to the foundations of political science. After completing the course they will have an overview of the discipline and will be able to apply some basic concepts to contemporary issues.

Course content
The course covers the broad field of political science: it provides a basic overview of basic concepts (state, power, conflict, cooperation), key approaches (liberalism, realism, institutionalism, historical materialism) and sub-disciplines (political thought, national and comparative politics, international relations).

Type of assessment
Written examination

Course reading
To be announced

Target group
Bachelor students; Pre-Master Course students; Exchange students.

Statistical Data Analysis

Course code	X_401029 (401029)
Period	Period 4+5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	dr. F. Bijma
Examinator	dr. F. Bijma
Teaching staff	dr. F. Bijma
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
This course acquaints the students with the theory and application of several widely used statistical analysis techniques. After completing this course the student knows the theory behind the different techniques and is able to verify which techniques are applicable to a given data set. Using the learned statistical tools, the student is able to summarize and analyze real data sets using the statistical software package R.

Course content
This is an advanced level statistical data analysis course that builds on an introductory course on statistics, e.g. Algemene Statistiek. The course introduces the students to several widely used statistical models and methods, and the students are taught how to apply these tools to real data with the use of the statistical software package R. The following subjects are covered:
- summarizing data;
- investigating the distribution of data;
- robust methods;
- non-parametric methods;
- bootstrap;
- two-sample problems;
- contingency tables;
- multiple linear regression.

The course is a combination of theory (in the lectures) and practice (in the computer classes). Since the solutions of the computer assignments are discussed during the lectures, the theory is explicitly linked to the practice of statistical data analysis.

Form of tuition
Lectures, computer classes.

Type of assessment
Weekly homework assignments and written exam.

Course reading
Lecture notes.

Recommended background knowledge
Students should have basic knowledge on statistics, e.g. Algemene Statistiek (X_400004).

Target group
2BA, 2W, 2W-B, 2-WN, 3W, 3Ect.

Remarks
Language of tuition: English

Statistics II

Course code	E_IBA2_STAT2 (61632020)
Period	Period 3
Credits	3.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. R. Heijungs

Examinator	dr. R. Heijungs
Teaching staff	dr. J.M. Sneek
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
The purpose of Statistics II is to provide students with a basic knowledge of inferential statistics and the means to apply the relevant techniques in SPSS, including the ability to prepare external data for use in SPSS.

Course content
This course starts with an introduction to SPSS and preparation of external data files to SPSS format. This course is also a continuation of Statistics I. Many students will later in their professional life be exposed to data analysis (estimation and testing) and/or be required to understand scientific articles or conclusions based on empirical data. In Statistics II - assuming knowledge of the principles of Statistics I - several additional topics from testing and estimation are covered, including tests on means, proportions and variances in one, two or more populations, and including chi-square tests and other non-parametric tests applicable to one, two or more populations. Also regression analysis is one of the topics. Topics from Statistics I will be quickly repeated within the SPSS instruction, for new topics there is some emphasis on creating, understanding and analyzing computer output.

Form of tuition
Four times two lecture hours, three times two computer tutorials and two times two 'ordinary' tutorial hours. All these hours are in week one till week three. In the lectures an introduction, overview and some examples are given, including a demonstration of how to run SPSS. In the computer tutorials students make exercises individually on a computer using SPSS. In the 'ordinary' tutorial hours students make exercises in class.

Type of assessment
Written interim examination plus an examination on a computer using SPSS and MS Word.

Course reading
• Doane/Seward, Applied Statistics in Business & Economics, 4th edition. McGraw-Hill International Edition, ISBN: 9780071317627 (special edition including computer software code, but this number changes each year); obtainable in VU- bookshop.
• Other materials can be downloaded from Blackboard.
• It is recommended to purchase a license for SPSS (~10 euro at Surfspot). However, the computers at the VU also offer access to SPSS.

Entry requirements
Some proficiency in Statistics I is assumed, though it is no formal prerequisite.

Strategic Behaviour and Industrial Organisation

Course code	E_EOR3_SGIO (64331020)
Period	Period 5

Credits	3.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. J.R. van den Brink
Examinator	dr. J.R. van den Brink
Teaching staff	dr. J.R. van den Brink, dr. M.A. Estevez Fernandez
Teaching method(s)	Lecture
Level	300

Course objective
To get a good understanding and overview of the most important applications of game theory in industrial organization, to recognize these applications in real economic situations and being able to formulate policy advice based on this theory. Also, the students are expected to be able to study the scientific literature in this field.

Course content
This Mathematical Economics course studies situations of strategic interaction between different agents on a market. Since game theory is a theory of interactive strategic decision making, we use game theory to model and analyze these situations. Topics that will be discussed include competition among firms (both on price as well as quantity), product differentiation, asymmetric information between agents on a market, market entry and price discrimination. Questions that we try to answer are, for example: what is optimal behavior of agents on a market? Is this behavior socially desirable? If not, can public intervention lead to socially more desirable outcomes? How do the agents react to changes in the market (such as entrance of new competitors, changes in demand, etc.)? All game theoretic tools that we use are discussed in the course Mathematical Economics I.

Form of tuition
Lectures/tutorials

Type of assessment
Written exam

Course reading
Mas-Colell, A., M. Whinston & J. Green, Microeconomic Theory. Oxford: Oxford University Press, 1995. Hoofdstuk 10, 12, 13 en 14

Strategic Management and the Strategy Process

Course code	E_BK3_SMSP (61312030)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. M.M. Rietdijk
Examinator	dr. M.M. Rietdijk
Teaching staff	dr. M.M. Rietdijk
Teaching method(s)	Lecture

Level	300

Course objective
After this course students are able to:

- Describe and explain recent approaches of strategic management - as scientific field - and apply these to problems in the professional field of strategic management
- Search, select and critically assess scientific publications in the field of strategic management
- Analyze the strategy process in an organization, to facilitate strategic conversations and to formulate and implement a strategy
- Write a group report

Course content
This course is focused on recent developments in the scientific field of strategic management and the professional application of Scenario planning. Scenario planning helps organizations develop more than one long term perspective on their environment and core business.

In the first part of this course you will study different strategic schools. During the second part you will learn to formulate and implement strategy by the Scenario learning approach. You will deepen and apply your knowledge about Strategic Management at a real life firm.

Type of assessment
Group report 50%, exam about the book 50%

Strategy and Economics

Course code	E_EBE3_SEC (60342040)
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. H.E.D. Houba
Examinator	dr. H.E.D. Houba
Teaching staff	dr. H.E.D. Houba
Teaching method(s)	Lecture
Level	300

Course objective
- Acquire knowledge about theories of interdependent decision making, or so-called 'strategic uncertainty'.
- Be able to recognize strategic uncertainty in economic situations.
- Be able to translate strategic uncertainty into a strategic model.
- Be able to correctly apply several concepts that deal with strategic uncertainty.
- Be able to use the software tool Gambit.

Course content
On the internet you detect several websites where you can participate in a new auction format in which the unique-lowest bid wins the expensive plasma TV, a PC or even a BMW. The website asks you: Yours for one $?

You decide to bid, but how many others bid, how do they bid, what is your best bid? You wonder whether take-over battles can be seen as auctions between competing firms. How do they prepare bids? In the supermarket, you are thrilled about price reductions. You may wonder, is there a similarity between price competition and an auction? In your team project, some team member free rides on your effort and you realize that your grade also depends upon this member's contribution. Everywhere people, firms and institutions interact with each other in many different settings. For instance, negotiations for a contract or treaty, individuals or firms contributing to a joint partnership, managers motivating employees. Firms compete on the market, including web-shops, procurement auctions in B2B for contractors, and art-lovers competing at Christies. In all cases, the final outcome for each participant also depends upon the behaviour of others. Each participant has to deal with the strategic uncertainty about how the others will behave. Game theory deals with strategic uncertainty and has become an influential toolbox in modern Economics. This course offers an introduction to the major game theoretic concepts that are applied to a variety of highly-stylized or abstract economic models in order to focus on the relevant economic issues. These economic models come from Industrial Organisation, Microeconomics, Macroeconomics, Labour Economics, Auction Theory, Negotiation Theory and Contract Theory. Worldwide, game theoretic economic models influence the policy debate on market regulation, central bank independence, WTO, liberalization of public utilities such as telephone and electricity markets. Implications for economic policy are also discussed. Topics: - games and strategies - Nash equilibrium and its modifications for dynamic games and games with incomplete information - co-ordination - market competition - negotiations - repeated interaction - auctions - the market for used cars - job markets - reputation and signalling Special attraction: Learn why many contributors to game theory received a Nobel prize in Economics.

Form of tuition
If the number of holidays in this block permit, 12 lectures of 2 hours, otherwise 11 lectures.

Type of assessment
Several home assignements (25%) and sit-in exam (75%).

Course reading
To be announced on Blackboard.

Entry requirements
Students should have sufficient knowledge of basic concepts from Microeconomics, Mathematics and Statistics and the capability to apply these correctly. For VU students this involves the courses:
- Microeconomics 1.1 en 1.2
- Quantitative Methods (Kwantitatieve Methoden 1.1, 1.2, 1.4 & 2.5)

Recommended background knowledge
Students should have sufficient knowledge of basic concepts from Microeconomics, Mathematics and Statistics and the capability to apply these correctly. For VU students this involves the courses: - Microeconomics 1.1 en 1.2 - Quantitative Methods (Kwantitatieve Methoden)

Remarks
This course is especially recommended to students interested in a Master in Economics or a career at some market regulating authority.

Strategy and Environment

Course code	E_IBA2_SENV (61612030)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. E. Klijn
Examinator	dr. E. Klijn
Teaching staff	prof. dr. T. Elfring, dr. E. Klijn, dr. D.P. Kroon
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
The following learning objectives will be tested: academic skills, research skills, link with practice, social skills and course knowledge.

Course content
In this Strategy and Environment course we introduce some of the fundamental aspects of strategy. The course encapsulates theories and concepts, as well as practical examples, related to the content of strategy, the processes from which it originates and the context in which it is embedded. By the end of this course a student should be able to:
- Identify, recognize and describe the strategic behavior of organizations.
- Understand the basic theories of strategic management
- Apply different strategic tools for establishing an organization´s strategy
- Analyze strategic problems through systematic analysis

Form of tuition
Lectures, guest lectures, response lectures and Q&A sessions

Type of assessment
Portfolio development, case analysis and MC-exam

Course reading
Book: Bob de Wit and Ron Meyer (2010) - Strategy: Process, content, context: An International Perspective, 4th Edition
Academische articles (see Blackboard)
Popular press articles
Cases

Recommended background knowledge
During the case discussions, students will continue to acquire academic skills. In particular we will elaborate on developing a sound judgment. This course builds further on the knowledge that has been acquired during FAB 1.2 and OB 1.4. This means that you will apply specific techniques (e.g., argument mapping and the dialectical approach), which will learn you how to structure information, how to improve clarity of thinking and enhance the solidity of your argumentation.

Remarks
Learning is very much an active as well as an interactive process. Learning and understanding of new concepts is facilitated by active involvement and participation of those who learn. For this reason the course requires active student participation in terms of (1) preparation and (2) class participation. As regards to preparation, you are expected to come to class having read the material and, more importantly, be prepared to discuss it. You should read the material thoroughly, analyze it, chew on it, discuss it, reflect on it by relating it to any relevant experiences you might have had or know of. Class discussions are a critical opportunity to not only better understand the reading assignments, but to elaborate and expand on the issues we will be covering. As your contributions will help clarify your own thinking and your ideas will help others, your participation in all sessions is expected.

Finally, we want our course to be continuously improved. Based on discussions among our staff and student evaluations from last year we have been able to improve the course compared to last year.

In particular, these improvements include:

- Better positioning of the course in the curriculum
- Paying explicit attention to the learning goal ‘academic skills’
- Improved exam, implying that the course and learning objectives will be tested in a balanced way
- Updated set of academic articles to keep you up to date in terms of recent developments in the field

Stress and Health

Course code	P_BSTRHEA (813009)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. A.H.M. Willemsen
Examinator	dr. A.H.M. Willemsen
Teaching staff	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 learn to use the VU- AMS cardiac monitor to obtain cardiovascular data.

Form of tuition
Lectures and practicals.

Type of assessment
Blackboard assignments and paper. Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
Series of articles in English and book chapters.

Structural Geology C

Course code	AB_1099 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Teaching method(s)	Seminar, Computer lab
Level	300

Systems Ecology

Course code	AB_1019 ()
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	prof. dr. J. Rozema
Examinator	prof. dr. J. Rozema
Teaching staff	prof. dr. M.A.P.A. Aerts, dr. ir. P.M. van Bodegom, prof. dr. J. Rozema
Teaching method(s)	Lecture, Practical
Level	300

Course objective
• Understanding of ecosystem concept, climate of the earth, the water and energy balance of ecosystems, the fixation of atmospheric carbon, biomass production and decomposition of terrestrial ecosystems, nutrient use, biogeochemical cycling of elements, trophic relationships within ecosystems, feedback processes in ecosystems and between water, land and atmosphere. In particular the impact of global warming on ecosystems will be considered.
• Learning and practicing research in experimental field ecology, including lab-analyses. Particular focus will lie on adaptations of plants to abiotic conditions and the uptake and use of nutrients.
• Learning to analyze and report results of field and lab research. This implies the design of graphs and figures, statistical analysis of the data and interpretation.

Final qualifications

Theoretical part
• Thorough understanding of treated parts of the text book as described above.
• Insight into the integration between atmosphere, lithosphere and biosphere, and related processes.
• The skill to interpret and evaluate research results summarized in Tables and Figures.

Practical part
• To develop hypotheses and research questions based on the subject matter and project information, and test these based on performed measurements during the practical
• To conduct field and lab research both in a team and independently according to rules for field and lab research. This may imply chemical analyses, taking into account lab safety rules.
• Summarizing and analyzing measurements using Excel and SPSS or similar programs.
• Prepare and deliver a Poster with a summary of results and conclusions and PowerPoint student presentation (about 5 minutes) of the practical topic.

Course content
Theory: Treatment of chapters from textbook Principles of Terrestrial Ecosystem Ecology in lectures (mornings of week 1 and 2) and via information on Blackboard.

Topics: Ecosystem concept, system climate-earth, water in terrestrial ecosystems and energy balance, carbon balance of terrestrial ecosystems, primary production, decomposition, nutrient use, cycling of nutrients, global element cycling, trophic relationships, ecosystem dynamics in space and time, management of nature reserves. Field and laboratory research into the consequences of warming of ecosystems of dune valleys and the arctic tundra. Field and lab research on adaptations of coastal plants in salt marsh ecosystems in relation to the development of saline agriculture. Saline agriculture aims at cultivation of crops irrigated with (diluted) seawater.

Excursions: The first excursion will be in the dune area north of Bergen aan Zee. Since 2005 we measure and analyse the response of three heather species to experimental warming (Open Top Chambers) and increased precipitation. The second excursion will be tothe salt marsh ecosystems on the Island of Texel where halophytic plants have evolved remarkable adaptations to seawater inundation. We will study and analyse these adaptations. Sea level is steadily rising through global warming (melting ice on polar caps) and increased evapotranspiration because arable land is becoming drier and saline. Certain crops, often derived from halophytic plants, grow well under saline soil conditions. Since 2004 we participate in saline agricultural trials on the Island of Texel. Both in the lab and under field conditions, we study the growth of, among others, Sea kale (Crambe maritima), Wheat (Triticum aestivum), Sea beet (Beta maritima), Sugar beet (Beta vulgaris) Common glasswort (Salicornia europaea) and other crops in response to increasing salinity. In a Dutch-Chinese cooperative project we study the cultivation of sugar beet as a energy crop on salinized arable land, with the aim to produce ethanol as biofuel from beet sacharose.

Form of tuition

Lectures during the morning of week 1 and 2, practicals (mandatory) in afternoons of week 1, 2 and 3, two excursions on day 3 and 4 of the course, data analysis, self study in week 4.

Contact hours: Lectures +/- 30; Field excursions 16; Practicals 27; Student project presentation 8; Self study 48; Exam 3.

Type of assessment
Poster and powerpoint presentations (50% of final grade) and written exam (essay questions, 50 % of final grade).

Course reading
F. Stuart Chapin III, P.A. Matson en P.M Vitousek. 2011. Principles of Terrestrial Ecosystem Ecology 2nd edition. Springer (±64 Euro) available in VU- bookshop and via Gyrinus Natans

R. van der Meijden. Heukels Flora van Nederland. Wolters-Noordhoff (last edition), ±50 Euro

Recommended background knowledge
All preceding ecological courses in the curriculum.

Target group
BSc Biology (part of minor programme Evolutionary Biology and Ecology, 3rd year)

Remarks
This minor course requires a minimum of 25 participants to take place.

Systems Programming

Course code	X_400377 (400377)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Teaching method(s)	Lecture
Level	300

Course objective
The goal of this course is to prepare students for lab assignments and scientific research in computer systems (operating systems, compiler construction, network programming, computer networks, parallel programming, etc.) It also provides foundational technical skills necessary for IT careers in DevOps and SysOps.
After attending this course, students should be able to develop, test, and debug "systems" programs written in C under Linux or BSD.

Course content
The course is a combination of lectures and lab assignments.

During the course, the student is taught how to program in C, use POSIX APIs for process control and networking, understand memory management, use low-level debugging and verification tools, use performance profiling tools, and how to effectively package software for open source redistribution.

Form of tuition
9 lectures, in combination with several lab assignments to be returned during the study period. Extensive help will also be provided by ways of questions and answers sessions, and a discussion mailing-list.

Entry requirements
- must have studied algorithms (incl. sorting, basic graph processing) and data structures (incl. lists, trees, priority queues);
- must have basic understanding of Unix concepts (directory tree, file permissions, terminal).

Prior experience with another language from the C family (eg. Java, Arduino-C, C++, Objective-C, C# or D) is strongly recommended.

Target group
3CS

Remarks
Registration for this course is also compulsory via Blackboard one week before the start. The course will be given in English.
The coordinator and teacher of this course is Raphael Poss (r.poss@vu.nl)

Tailoring Medicine and Telemedicine

Course code	AB_1044 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	dr. ir. N.P. Moens
Examinator	dr. ir. N.P. Moens
Teaching staff	dr. ir. N.P. Moens
Teaching method(s)	Study Group, Lecture
Level	300

Course objective
Knowledge:
• Gain insight in important developments in health care in which new information and communication technology developments (including multimedia) play a role and be able to reason on how this might affect the health system.
• Acquire theoretical and practical insight on how to design information and communication technology applications in health care.
• Gain insights into the opportunities and pitfalls of information and communication technology in making health care more effective. Be able to map the main advantages and disadvantages benefits for the different type of stakeholders involved. Understand the basic principles of change management involved for implementing a new technology like ICT in health.
• Learn how to analyse communicative aspects of emerging technologies related to ICT in health.

Skills:

• Learn how to apply the generic approach of Participatory eHealth Development to develop new ICT based innovations in health.
• Learn how to develop a business case and a business plan for a novel eHealth application and to use software to support the innovation process.
• Learn how to analyse communicative aspects of an emerging technology like ICT in health.
• Acquire skills in the facilitation of group discussions

Course content
National health systems face great difficulties in providing adequate care for an affordable price. New solutions are being investigated to speed up these processes and to make them more affordable. A promising development is the combined use of hitherto separated sources of information, such as modalities in imaging diagnostics, continuous physiological monitoring, and audio and video monitoring. Each modality presents its own problems, but combined together (multimedia), analysis of all this data can enable fast discoveries in life sciences and lead to novel health care interventions. Another promising field is telemedicine, enabling e.g. the Heart Institute of the Caribbean to build upon the expertise of renowned heart surgeons in Switzerland, at only a marginal cost. Patient empowerment is another major development in health care. Better communication and decision support allow the patient to take responsibility for a part of the care process. These different developments enabled by ICT have an impact on the provision and organization of health care and allow to tailor medicine and health care in general, to the needs of the individual patient.

Incorporating information and communication technology in health care, requires changes in the way of working, new business models and new ways of collaboration. But how do you get these different actors to work together and share their data? How to assist health care professionals in changing over paradigms and business processes? How can we make sure that financial interests do not interfere with patient care? How do we combine all data and ensure privacy? Last, but not least, we discuss the impact of multimedia on communicating scientific findings to different publics. To what extent may the combined use of for example video clips and interactive websites improve the effectiveness of health promotion programs?

In teams of four students, you will study how multimedia applications in health care change expert – patient/user interaction and communication. To this end you will learn how to use different participatory design methodologies in order to develop ICT applications in health care.

Total contact hours: 54
Lectures: 28
Working groups (staff available)/Training: 26

Form of tuition
Lectures, assignment, self study

Type of assessment
Written exam and group assignment. Both parts need to be passed.

Course reading
Reader: N. Moens, Introduction in ICT enabled innovation in health care with emphasis on telemedicine, 2013.

L. Burke and B. Weill, Information Technology for the Health Professions, 3rd edition, 2009, Prentice Hall.

Raad voor de Volksgezondheid, Health 2.0, It's up to you!, Ministry of Health, Welfare and Sport, The Hague, 2010

M. Berg, J.Aarts and J. van der Lei, ICT in Health Care: Sociotechnical Approaches, Methods Inf Med 2003; 42: 297-301

Target group
Course for students within the minor Biomedical and health interventions.

Remarks
Guest lecturers:
Drs H. Bakker, Principal Consultant Health Care Cap Gemini
Prof. Dr. P. Kenemans, Gynecology , VU Amsterdam
Dr. J. van der Heijden, Manager Development and Research at Ksyos Telemedical Centre
Drs G.J. Sonnevelt, Business Development Manager at Vital Health Software

The Adaptive Brain

Course code	AB_1050 ()
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	dr. R.E. van Kesteren, dr. R.F.G. Toonen, prof. dr. A.B. Smit, dr. M.H.G. Verheijen, dr. H.K.E. Vervaeke
Teaching method(s)	Practical, Computer lab, Study Group, Lecture
Level	300

Course objective
Gain insight into molecular and cellular neurobiology, with a focus on adaptive mechanisms in the brain.
Practice molecular and cellular biological laboratory skills.

Course content
Molecular signal transduction, synaptic plasticity, early brain development, construction of neural circuits, modification of brain circuits as a result of experience, repair and regeneration in the nervous system

Form of tuition
Lectures (16 hours), laboratory practical (16 hours), journal clubs (12 hours), student presentations (4 hours)

The focus of this course is on scientific experiments: a laboratoy practical on molecular biological techniques and journals clubs in which scientific papers are discussed.

Type of assessment
Exam (Multiple Choice) (60%); student
presentation laboratory practical (20%), journal club presentation (20%)
each at least grade 5.5

Course reading
Neuroscience, Purves, Sinauer Associates Inc., U.S., 5th Revised
edition, ISBN: 9780878936953

Recommended background knowledge
Understanding in cell biology, neuronal communication and neuro-anatomy

Target group
Course in the track ‘Neurosciences’ in the minor ‘Biomolecular Sciences
and Neurosciences’.

Remarks
The track ‘Neurosciences’ is an excellent preparation for the Master
Neurosciences.

This minor course requires a minimum of 25 participants to take place.

The Archaic Period in the Eastern Aegean

Course code	L_BMBAARC206 ()
Period	Ac. Year (September), Period 2+3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. A. Prent
Examinator	dr. A. Prent
Teaching staff	dr. A. Prent
Teaching method(s)	Seminar
Level	300

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

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

Form of tuition
Lectures, tutorials

Type of assessment
Paper; oral and written presentations

Course reading
Reading list of specialised literature related to individual research topics

Entry requirements
Academic skills (L_AABAOHDACV) and Introduction into Greek Archaeology (L_BABAOHD101) (Or, for exchange students, equivalent courses at the home university). Participants should be able to read specialised literature in English and German, and give an oral presentation and participate in class room discussions in English. Written presentation in English or Dutch.

Target group
Archaeology students, Ancient Studies students

Remarks
This course is obligatory in the second year. Attendance, active participation and timely handing in of assignments are compulsory.

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. H.K.E. Vervaeke
Examinator	dr. H.K.E. Vervaeke
Teaching staff	prof. dr. S. Spijker, dr. R.E. van Kesteren, dr. H.K.E. Vervaeke
Teaching method(s)	Practical, Computer lab, Study Group, Lecture
Level	300

Course objective
This course has the purpose to discuss 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. At the same time the growing brain can be affected by developmental diseases and is prone to specific environmental factors, whereas aging diseases easily disturb the adult brain. In this course we will discuss pre- and postnatal brain development. We will focus both on early development in relation to diseases as autism and schizophrenia, as well as on puberty and adolescence, and issues related to this stage of development, such as the effects on the brain of early drug use (alcohol, nicotine) and sexual orientation and gender identity. In the aging brain, we will discuss healthy brain aging as well as specific diseases of aging, such as progeria and Alzheimer’s, considering the factors that determine lifespan.

Form of tuition
Lectures (36 hours), Computer Practical Databasing (2 hours)

Type of assessment
Exam (multiple choice questions and open ended questions): 100%

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

Literature on Blackboard.

Recommended background knowledge
The course 'Cognitive Neuroscience' of the minor 'Brain & Mind' or otherwise basic understanding of neuronal communication and neuro-anatomy.

Target group
Students of the minor Brain & Mind.

Remarks
This minor course requires a minimum of 25 participants to take place.

The Netherlands in the Early Modern Period

Course code	L_GABAGES207 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. J.H.M. de Waardt
Examinator	dr. J.H.M. de Waardt
Teaching staff	prof. dr. C.A. Davids, dr. J.H.M. de Waardt, prof. dr. P.J.E.M. van Dam
Teaching method(s)	Seminar
Level	200

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

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

Form of tuition
Lectures

Type of assessment
Written exam

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

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

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

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

The Netherlands in the Late Middle Ages

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

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

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

Form of tuition
Combination of lectures and seminars

Type of assessment
Assignments; final exam

Course reading

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

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

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

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

The Senses and the Emotions: Working with Anthropology and History

Course code	S_SEWAH ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	prof. dr. H.W. Roodenburg
Examinator	prof. dr. H.W. Roodenburg
Teaching staff	prof. dr. H.W. Roodenburg
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
Students learn how they may combine historical and anthropological approaches in the study of the senses and the emotions.

Course content
Informed by the recent 'corporeal turn' in the social sciences and the humanities, anthropologists and historians are now studying the senses and the emotions as ways of bodily knowing. Students will be introduced to the latest developments in both fields, and to the corporeal turn (including some of the present neurophysiological approaches) in general. The various theoretical approaches and research methods applied by anthropologists and historians will be discussed and analyzed. The course focuses specifically on working with different kinds of sources.

Form of tuition
Lectures and seminars combined with group exercises.

Type of assessment
Assignments

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

Target group
Optional course for 2nd and 3rd year Bachelor’s students and exchange students.

Remarks
Attendance in all classes is obligatory. Students are required to read literature for each session. Anthropology and history students will help each other applying methods of their respective disciplines.

The United States South, 1800-1970

Course code	L_GEBAALG005 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. S.W. Verstegen
Examinator	dr. S.W. Verstegen
Teaching staff	dr. S.W. Verstegen
Teaching method(s)	Seminar
Level	300

Course objective
The critical abilities of the student will be stimulated and improved during this course. The students have insight in the history of the U.S. South between 1800 and 1970 and are able to describe its character. Students are informed on a number of historiographic relevant topics such as the debate on slavery and its aftermath. Students will be able to analyse, and review the book The American South. A history. Finally students are able to report in writing about the identity of the U.S. South.

Course content
The main subject of this course is the identity of the U.S. South. The following subjects will be discussed: plantation economies, slavery, the free black population, the American Civil War, the abolition of slavery, the Reconstruction period after the Civil War, the introduction of the Jim Crow segregation laws, the economic problems in the Interbellum and the Civil Rights Movement. A field trip to the Roosevelt study Centre in Middelburg serves as a further introduction to American Studies.

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

Type of assessment
This course will be examined with both formative, as summative tests: I) A test professional behavior. Attendance, commitment, and participation will be checked. II) The submission of 7 short assigments. III) Review assigment. IV) Written exam. V) Presentation. VI) Essay.

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

Entry requirements
Ordinarily students will have to have finished all the first-year courses. Please contact the instructor if you do not fulfill this

requirement and want to follow this course anyway.

Target group
History students in their third year, but this course can alse be chosen as a minor in other studies, such as social sciences or English/American Literature.

Remarks
Attendance mandatory. All annoucements, assigments, and changes will appear on Blackboard.

Theme: Addiction

Course code	P_BADDICT (812011)
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. A.H.M. Willemsen
Examinator	dr. A.H.M. Willemsen
Teaching staff	dr. A.H.M. Willemsen
Teaching method(s)	Lecture
Level	200

Course objective
To increase knowledge regarding the neurobiological aspects of addiction.

Course content
If drug use is so bad for your health, why do people continue to use drugs? In this course you will learn more about the factors which contribute to addiction. The focus will be on the neurobiological mechanisms underlying addiction and on the action of the most commonly used drugs. In addition, we will discuss the causes of individual differences, such as genetic factors, gender and psychological factors.

Type of assessment
Blackboard assignments, poster presentation and research proposal.

Theme: Cognition and Emotion

Course code	P_BCOGEMO (812066)
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. J.C. van Hooff
Examinator	dr. J.C. van Hooff
Teaching staff	dr. J.C. van Hooff
Teaching method(s)	Lecture
Level	200

Theme: Emotional Development

Course code	P_BEMOONT (812023)
Period	Period 5
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. S.M. Begeer
Examinator	dr. S.M. Begeer
Teaching staff	dr. D.J. Zevalkink
Teaching method(s)	Lecture
Level	200

Course objective
To provide a general overview of the development and assessment of emotional competence in children.

Course content
The emotional process is only partly observable. We often act differently from how we feel. Emotional behavior can therefore be very confusing for children. Regulating emotions, both of oneself and of others, are key elements to emotional competence. Deviant development on this domain is often at the heart of psychological problems in children. However, can we really measure emotions and what are the best ways of measuring emotions? And how is the emotional competence affected in children with psychological disorders? This course will highlight fundamental and applied issues related to the development and clinical assessment of emotional competence in children.

Form of tuition
Lectures.

Type of assessment
Essay

Course reading
Recent articles, made available through blackboard.

Theme: Human Cooperation: Selfishness versus Altruism

Course code	P_BHUMCOO (812057)
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Psychologie en Pedagogiek
Coordinator	dr. D.P. Balliet
Examinator	dr. D.P. Balliet
Teaching method(s)	Lecture
Level	200

Course content
Human social behavior can be directed by many different types of social motives. This course will examine several issue surrounding these social motivations. Specifically, we will discuss theory and research in social psychology on five different social motivations; altruism, cooperation, selfishness, competition, and aggression. For each motivation, we will discuss research on how and under what conditions these motivations direct social behavior. We will cover both the causes and consequences of these motivation. For example, the course will examine such questions as: does altruism exist? when do people sacrifice their own self-interest for the group? And what causes people to desire to harm others? Course evaluations will be based on the performance on a group presentation and an individual paper.

Type of assessment
- Paper
- Group Presentation.

Partial grades are only valid during the study year in which the grade has been achieved.

Course reading
Assigned Research Articles and Book Chapters.

To Have and to Hold: The History of Collecting and Exhibiting (1500- present)

Course code	L_GCBAGES217 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. D. van der Maas
Examinator	dr. D. van der Maas
Teaching staff	dr. J.H.M. de Waardt, prof. dr. S. Legene
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
• Students acquire knowledge of, and insight into recent debates and theories on collecting and exhibiting objects of art, culture and science, and are able to connect these to long-term developments in the history of collecting and exhibiting.
• Students acquire basic knowledge of the field of material culture studies (i.e. recent debates about collecting and signification processes).
• Students learn how to use objects of art, culture and science as primary sources in historical research.

Course content
In this introductory course of the specialisation 'Heritage Studies: histories, memories, spaces', students are made familiar with recent debates and theories on collecting and exhibiting objects of art, culture and science in relation to long-term developments in the history of collecting and exhibiting and the changing meaning and function of

collected objects in society. Students study (the history of) collections and exhibitions from a variety of disciplinary angles, including art history, archaeology & ancient history, medical history, ethnology and cultural history (including religious, non-western and colonial history). Special attention is paid to the cultural and political contexts in which collections are shaped and used throughout history. This course provides students with a historical and interpretative framework that will prove useful for the recommended internship in a museum or heritage institution, as well as the 'Exhibition Machines' course.

Form of tuition
Lectures, seminars, excursions.

Type of assessment
Participation, exam, weekly assignments.

Course reading
To be announced.

Entry requirements
None.

Target group
Second year History students.

Remarks
This course is obligatory in the second year for students of with a 'Heritage studies: histories, memories, spaces'- specialization. Attendance is compulsory. This course is a prerequisite for the third year courses 'Slavery and slave trade: history and memory' and 'How banks use hi$tory: financial cultures and heritage'.

Toxicology and Neurodevelopment

Course code	AB 1026 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Aard- en Levenswetenschappen
Coordinator	prof. dr. S. Spijker
Examinator	prof. dr. S. Spijker
Teaching staff	prof. dr. S. Spijker, prof. dr. ir. J. Legler
Teaching method(s)	Practical, Study Group, Lecture, Computer lab, Excursion
Level	300

Course objective
To obtain knowledge about human development, as well as the effects of toxicological agents on the life-time course of human development (pre- and post-natal, including adolescence). Specifically, we study important cascades of genes that play a pivotal role in development and that can be disturbed due to toxicological agents. Furthermore, we will focus on how this information can be related to detection of toxicological agents using state-of-the-art molecular techniques. The course is a combination of plenary lectures, hands-on practical work using zebra fish embryos, a

workshop on gene expression analyses, and a visit to the collection of the ‘Vrolik Museum’ at the Amsterdam Medical Center (AMC).

Course content
In the first week basal knowledge about human development (meiosis, mitosis, fertilization, first weeks of development) and toxicology (dose-response curves, bioassays, biotransformation) is given. Then, using examples of different model organisms, we will take a closer look at prenatal development (embryonic and fetal) of various organs and the influence of teratogens, such as industrial by-products and agents of substance abuse (nicotine, cocaine). Furthermore, we focus on signaling cascades that are important and that can be perturbed by these agents. Also, we will go into genomics techniques to determine the effect of these agents at the cellular level. In the third week, we will check out the development of the brain and concentrate on cognitive aspects of postnatal development (from birth to teenage) and agents that could influence our abilities at this late stage of development.
Practicals include normal and perturbed embryonic development of zebra fish, and a bioinformatics workshop on measurement of gene expression levels of relevant genes that target body axes and limb formation. Integration of this knowledge from the practical and the workshop is assessed by an oral presentation.

Form of tuition
Lectures, practicals and small meetings for discussion

Type of assessment
Presentation practicals (30%), and written exam (70%). For both, it is required to obtain a minimum grade of 5.0 to pass, and a final grade of 5.5.

Course reading
Langman’s Medical embryology 12th edition (or up)

Target group
3rd year GZW, not advised for BMW and G&L

Registration procedure
Register 3 weeks before the start of the course, otherwise you cannot participate.
There is a maximum of 60 students, first comes first served.

Remarks
This minor course requires a minimum of 25 participants to take place
There is a maximum of 60 students, first comes first served.

Transnational Law in Theory and Practice

Course code	R_TL-TP ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	G.M. Gordon
Examinator	G.M. Gordon
Teaching staff	prof. dr. W.G. Werner, G.M. Gordon

Teaching method(s)	Lecture
Level	300

Course objective
Learning objectives include: (1) practical insight into the working realities of transnational legal practice; (2) theoretical insight into the changing global social and political frameworks that give context to transnational practices; and (3) a sense of how and why transnational law impacts the student in her or his everyday life. The student will be challenged to develop a critical, scientific perspective on the transnational legal environment.

Students will be encouraged to participate in the course of the lectures, with the goal of developing the sort of critical and analytical skills conducive to the practice of transnational law, and to theorizing about transnational global developments. Likewise, students will be exposed to literature drawn from practice and academia, and encouraged to explore the distinct social, political and practical problems posed by transnational controversies. Students will be assigned papers and presentations as ways of enhancing their ability to craft and execute arguments in connection with the material of the course.

Course content
Transnational Law in Theory and Practice will explore the practice of law in today's transnational legal environment. The course will offer an introductory look at a variety of issues and cases demonstrating transnational problems facing today's lawyers and lawmakers, and will look also at theoretical scholarship giving context to the increasing importance of transnational practice. Individuals, inter-governmental organizations, NGO's, corporations and firms are all increasingly involved with transnational law, in the fields of security, economic law, human rights law, internet law, even sports law, etc. This course will introduce the future lawyer to challenges that arise as a result in practice and theory.

Course content will include an exploration of themes such as:
Transnational security regimes
Transnational human rights protection
Transnational environmental regulation
Transnational law and cyberspace
Transnational economic law & the lex mercatoria
Transnational law & legal ethics
Transnational law & the world citizen

Type of assessment
Paper and presentation

Course reading
The literature is subject to change, but may be drawn from materials such as the following:

Cases:
Toonen v. Australia (UNHRC), Soering v. UK (ECtHR), The Kadi Case (CJEU), The Shrimp-Turtle Case (WTO); Filartiga & Kiobel (US federal courts), Al-M, 5 Nov 2003 (German Constitutional Court)

Treaties/Documents:

The Nuremburg constitutive documents; The UN Declaration on Human Rights; The UN Norms on the Responsibilities of Transnational Corporations; The Rome Statute

Scientific articles:
HW Arthurs, A Global code of Legal Ethics for the Transnational Legal Field, Legal Ethics, vol 2 (1999)
U Beck, "Living in the World Risk Society", Economy & Society, vol 35 (2006)
H Berman, "World law." Fordham Int'l Law Journal vol 18 (1994)
L Eslava, "Istanbul Vignettes: Observing the Everyday Operation of International Law." London Review of Int'l Law, vol 2 (2014)
H Koh, "Why Transnational Law Matters." Penn St. Int'l Law Review, vol 24 (2005)
R Michaels, "The True Lex Mercatoria: Law Beyond the State" Indiana Journal of Global Legal Studies vol 14 (2007)
J Nye & R Keohane, "Transnational relations and world politics: An introduction", International Organization (1971)
H Perritt, "Dispute Resolution in Cyberspace: Demand for New Forms of ADR", Ohio State Journal on Dispute Resolution, vol 15 (2000)
J Ruggie, "Protect, Respect & Remedy: A Framework for Business and Human Rights", Report of the Special Representative of the UN Sec-Gen on the issue of human rights and transnational corporations and other business enterprises (2011)
P Sands, Turtles and Torturers, N.Y.U. Journal of Int'l Law & Policy, vol 33 (2000-2001)

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

Transnational Organized Crime

Course code	R_Trans.org. (200965)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Rechtsgeleerdheid
Coordinator	prof. dr. E.R. Kleemans
Examinator	prof. dr. E.R. Kleemans
Teaching staff	prof. dr. E.R. Kleemans
Teaching method(s)	Reading, Study Group
Level	500

Course objective
The purpose of this course is to provide students with an in-depth analysis of transnational organized crime. After this course students:
- have learned six theoretical perspectives on organized crime and are able to apply theories to concrete cases;
- have learned empirical findings on specific criminal groups, criminal activities, and the interaction between organized crime and the criminal justice system; and are able to critically assess these empirical findings;
- are able to critically assess scientific articles on organized crime by writing a structured review of a scientific article and by discussing reviews of other students;
- are able to apply both theoretical notions and general empirical findings to concrete cases of organized crime and policy questions

Course content
This course on Transnational Organized Crime involves both theoretical perspectives on organized crime and empirical findings regarding criminal groups and criminal activities, such as drug trafficking, drug

production, human smuggling, human trafficking, organized fraud, and money laundering. Empirical findings will be confronted with public policy questions and ideological and normative assumptions on the nature of organized crime.

All lectures, which are an integral part of this course (and the exam), are in English. The lectures are clustered into three parts:
- Part I: Theoretical perspectives on organized crime
- Part II: Criminal groups and criminal activities
- Part III: Organized crime and criminal justice

Type of assessment
Written exam, paper and presentation

Course reading
Paoli, L. (ed.) (2014). Oxford Handbook of Organized Crime. Oxford: Oxford University Press (chapters available via UBVU: Oxford Online).

Additional literature.

Transport and Network Economics

Course code	E_EBE3_TNE (60332110)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. M.G. Lijesen
Examinator	dr. M.G. Lijesen
Teaching staff	dr. M.G. Lijesen
Teaching method(s)	Lecture
Level	300

Course objective
This course offers an introduction to economic theories and methods that are useful for understanding transport and other network performance. The objective of the course is to provide a toolkit for adequately analyzing, from the economic perspective, transport issues and problems such as congestion, environmental effects, safety, private and public operation and coordination, monopoly power, public transport subsidies and quality, and spatial aspects of transport. Important parallels can often be drawn with the economic functioning of other types of network markets (telecommunication, the Internet, etc.). Where appropriate, these parallels will be emphasized and illustrated.

Course content
Transport problems require ongoing attention from firms, individuals and governments. Examples are limited parking space in cities, daily traffic jams, unreliability, bottlenecks in freight transport, space constraints for large nodes such as airports and harbours, concentration in aviation, and quality issues in public transport. It is no coincidence that transport problems are often so persistent and multi- faceted. An important economic explanation lies in the wide-spread existence of market failures in transport, including market power and external effects.

It is important to understand the economic functioning of transport markets when optimizing locational choices and logistic strategies for firms. It is also important when formulating policy recommendations in the field of transport policy itself, but also for spatial and economic policies. Even the macro- economic performance of a country like The Netherlands will to a certain extent depend on the functioning of transport markets, witness the worries over national grid- lock, and the importance that is attached to the functioning of 'mainports' like the Rotterdam Harbour and Schiphol Airport.

These and related topics will be discussed in this course. More specifically, we address:

- the demand for transport (passengers and freight)
- transport costs (time and money, economies of scale, congestion, the environment, traffic safety)
- transport infrastructure investments
- market failures in transport transport policy
- competition in transport markets

During the course, we will have three practice assignments. Students will hand in their exercises, which will make up 10 percent of the final grade.

Form of tuition
lecture
The course will be taught in English if foreign students participate.

Type of assessment
assignment
10 percent
written interim examination
90 percent

Course reading
K. J. Button, Transport Economics 3rd edition, Edward Elgar, Cheltenham, 2010.

Recommended background knowledge
This course may be of interest both to students in Economics and to students in Business Administration (specialization TDL: Transport, Distribution and Logistics). The course is related to a number of other third year's courses, including Urban Economics, Environmental Economics and Management and Real Estate Economics.

Transport, Distribution and Logistics

Course code	E_BK3_TDL (61322400)
Period	Period 2
Credits	6.0
Language of tuition	Dutch
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. A.J.H. Pels
Examinator	dr. A.J.H. Pels
Teaching staff	dr. A.J.H. Pels
Teaching method(s)	Lecture, Study Group

Level	300

Course objective
The Netherlands has a long tradition as a distribution country. Famous companies in this field are e.g. DSV, TNT, Schiphol, KLM, ECT Rotterdam and NS. Many American and Japanese countries have their European Distribution Center (EDC) in the Netherlands. But the Netherlands has to be careful not to loose its competitive position in transport, distribution and logistics. Cargo owners and transport companies scientific knowledge in this field to safeguard their position. The course TDL focusses on important aspects in business administration that are necesssary for the continuity of cargo owners, logistic service providers, transport nodes and transport companies.

Course content
In TDL current issues in the transport and logistics sectors are discussed. Students learn about developments in various components of the chain::
- Cargo owners such as IBM, Unilever, Blokker, etc.
- Mainports , such as Rotterdam / Amsterdam, Schiphol
- Transport companies like NS, KLM, road transport companies
- Logistic service providers such as DHL, TNT, DSV

As other sector introductory courses, TDL must be seen as an integration of the different aspects of business administration that were taught in earlier courses. In TDL we focus on specific developments or firms, and apply the insights from earlier courses.
For example, in the DL-part of this course, students write a theoretical paper on 'the state of the art' of a certain functional area (strategy, marketing, ICT, etc.), and apply this to the sector of service logistics. For the T-part, students write a theoretical paper on current policy developments (e.g. competition policy or environmental policy) influencing the operating conditions of logistic service providers or transport firms. Using theory, students must come to clear policy recommendations for a firm or (local) government.

Form of tuition
Weekly lectures on the transport sector and logistics services. In addition to these lectures, students are required to write a paper on a current issue in the transport or logistics sector.

Type of assessment
Written exam 70%; paper 30%

Course reading
to be announced

Urban Economics

Course code	E_EBE3_UEC (60322070)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Economische Wet. en Bedrijfsk.
Coordinator	dr. P. Mulder

Examinator	dr. P. Mulder
Teaching staff	dr. P. Mulder, H.R.A. Koster
Teaching method(s)	Lecture, Seminar
Level	300

Course objective
Most economic activities such as production, consumption and innovation take place in urban areas, despite the relatively high location costs. Why is this the case, and how does this affect the economic behaviour of firms and households? This course in Urban Economics addresses these and related questions, and studies the relation between urban space and economics. How does the factor (urban) space affect the behaviour of firms and households? And reversely, which implications result from such behaviour for the spatial development of cities? Such insights are developed both through studying theoretical backgrounds and by considering practical examples of the issues at hand.

Course content
One of the central topics in this course is the location behaviour of firms. How can a firm increase its profits by choosing a more appropriate location? Why are so many firms interested in expensive locations at, for example, the Amsterdam South Axis? Why do for example computer and fashion shops often cluster in space, while bakers are typically dispersed over a city? Will the advent of e- commerce cause firms to leave crowded and expensive cities? For households, comparable questions arise. Why are certain social and ethnic groups oftentimes clustered in space, and is this desirable? How do location choices of firms and households interact?

The aggregate result of these choices, in terms of the development of land use in modern cities, will also be addressed, taking into account the role of land prices and transport costs. Topics of interest include the economic backgrounds and consequences of suburbanization, the rise of urban 'sub- centres', and the rise of so- called 'network cities', as witnessed world- wide (and in The Netherlands alike).

We will also look at interdependencies between cities, in terms of their economic dynamics and functional development. Why and how do cities specialize, why does nearly every country have a few big cities and many smaller towns and villages, and are such arrangements economically desirable?

Finally, some typically urban problems will be addressed from the economic viewpoint, such as segregation, poverty and criminality.

The course comprises 12 lectures of two hours each. Most of these are organized such that, apart from the teacher's explanation of the essential material, students will make small exercises so as to better comprehend the material. In addition, two thematic lectures are included, in which assignments will be discussed.

Form of tuition
lecture

Type of assessment
assignment
20 percent

written interim examination
80 percent

Course reading
O'Sullivan, A., Urban Economics. 7th edition. Boston: Irwin McGraw-Hill, 2009.

Remarks
This course has links with several other courses in the third year, such as Transport and Network Economics, Environmental Economics and Management (Milieueconomie en management), and Real Estate Economics (Economie van het onroerend goed). Basic knowledge of microeconomics is a prerequisite. In case there are no foreign students, this course will be taught in Dutch.

Urban Struggle

Course code	S_US ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Sociale Wetenschappen
Coordinator	dr. P.G.S.M. Smets
Examinator	dr. P.G.S.M. Smets
Teaching staff	dr. P.G.S.M. Smets, dr. F. Colombijn
Teaching method(s)	Lecture, Study Group
Level	300

Course objective
Students can explain and understand processes of urban struggles concerning different types of inclusion and exclusion. Students obtain or improve their qualitative research skills in general. Students of the minor ‘Frontiers of multicultural societies’ apply insights obtained during the whole minor to a multicultural fieldwork setting, the cosmopolitan city of Amsterdam.

Course content
The majority of the world population lives in cities, which are characterized by a diversity of urban dwellers. Interaction between urbanites with different ethnic, religious, and social backgrounds, and lifestyles is expected to nourish the livability of cities. The social (ethnic, religious) diversity may also form a stimulus to economic development and enhance the economic status of the city dwellers. However, the potential benefit of social (ethnic, religious) diversity for the liveliness and livability of cities is often hampered by the growing gap between the better-off and poorer sections of society. This course will address the mechanisms of spatial, socio-cultural and socio-economic exclusion and inclusion that form the basis of such cleavages. The desirability of certain mechanisms of exclusion and inclusion will be questioned and attention will be paid to interventions by the state and private actors to counter specific types of exclusion or segregation. During this course, students will also be introduced to a number of classical texts in urban studies. Moreover, students will conduct fieldwork looking into contemporary urban struggles in a Dutch urban context.

Form of tuition
Lectures and tutorial

Type of assessment
Assignments (40%), oral presentation (10%) and jointly written final paper (50%).

Course reading
Gary Bridge & Sophie Watson (eds.), The Blackwell city reader [second edition], Chichester etc: Wiley-Blackwell. ISBN 978-1-4051-8982-8.

Recommended background knowledge
Basic knowledge in the social sciences is requested.

Target group
Obligatory course for students in the minor Frontiers of Multicultural Societies; optional course for 2nd and 3rd year Bachelor's students and Exchange students.

Remarks
Basic knowledge in the social sciences is requested. The course can be taken as part of the minor Frontiers of multicultural societies, but also as an independent course.

Web Technology

Course code	X_400488 ()
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	prof. dr. A.T. Schreiber
Examinator	dr. J.R. Ossenbruggen
Teaching staff	dr. J.R. Ossenbruggen
Teaching method(s)	Lecture, Practical
Level	100

Course objective
After completion of this course we expect the student to have acquired knowledge and skills concerning the following topics:
- architecture of the World-Wide Web
- principles of representing, presenting and manipulating Web data (HTML, XML, CSS, Javascript)
- principles of search engines
- research methods for studying usability and accessibility of Web sites

Course content
What happens when you click on a Web link? This course provides the student a detailed look into the technological basis of the Web and also discusses human aspects of Web applications, such as investigating usability and accessibility for people with physical limitations. In a number of lectures the principles of Web data representation, presentation and processing, on which the Web is based, are discussed. We illustrate these by taking a detailed look at current Web standards

that implement these principles. One sample principle is the separation of content and layout, which provides the rationale behind HTML and CSS, and without which new developments in these Web standards cannot be understood. In the practical sessions the student is encouraged to explore the course material him/herself through lab questions. In the assignments the aim is to develop a number of skills in Web data representation and processing, as well as skills in evaluating Web technology.

Form of tuition
Lectures (4x2 hours p/week), practical sessions (2x4 hours p/week), assignments, presentation

Type of assessment
Written exam, assignments

Course reading
To be announced

Recommended background knowledge
A Programming course

Target group
1CS, 1LI, 1IMM

What is e-Humanities?

Course code	L_AABAALG204 ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	prof. dr. I.B. Leemans
Examinator	prof. dr. I.B. Leemans
Teaching staff	drs. B.F. Stuyvenberg, prof. dr. B.J. Peperkamp, dr. C.M. van den Akker, prof. dr. I.B. Leemans, dr. S. ter Braake
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
Students acquire a decent theoretical and methodological basis on the e-humanities by processing the relevant literature. They learn to reflect on current and completed e-humanities projects and analyse them critically.
By visiting several institutions of knowledge students see e-humanities ‘in practice’, so they become familiar with larger datasets before they start working with them in their third year.

Course content
Much is being said on e-humanities or digital humanities, but what do we mean precisely by that? Is it a ‘tool’, a ‘philosophy’ or both? Is it something different from humanities computing or computational humanities? Why are digital tools used at all for research at an art faculty? Has research changed because of the availability of digital tools or are we dealing with old methods being presented as new? What

does one mean with a ‘narrative’, ‘digital hermeneutics’ and ‘provenance’? What kind of methodological issues do e-humanities researchers have to deal with? Through a series of lectures and excursions students get a first taste of e-humanities projects, the software used, the analytical problems and the (im)possibilities of new digital techniques.

Form of tuition
Lectures and seminars. During the seminars professionals who work on e-humanities projects outside university will also be invited.

Type of assessment
Participation in the seminars and oral presentation on the basis of the prescribed literature (25%). Paper: every student analyses an existing e-humanities project on the basis of the prescribed literature (75 %).

Course reading
Low Countries Historical Review, special issue on Digital History 2013, vol. 4; Matthew K. Gold, e.d, Debates in the digital humanities (Minneapolis 2012); TBA

Entry requirements
A positive BSA.

Target group
Second year history students; second year students Communication and Information Studies; other interested students from the Faculty of Arts

Remarks
Attendance at the seminars is compulsory. This course is a prerequisite for the third year courses in the e-humanities specialization.

Workshop Mathematical Modelling

Course code	X_401062 (401062)
Period	Period 3
Credits	6.0
Language of tuition	Dutch
Faculty	Faculteit der Exacte Wetenschappen
Coordinator	prof. dr. J. Hulshof
Examinator	prof. dr. J. Hulshof
Teaching staff	prof. dr. R.W.J. Meester, prof. dr. J. Hulshof
Teaching method(s)	Lecture
Level	400

Course content
Dit vak is een intensieve workshop van vier weken, waarbij de studenten in groepen van 5 à 6 zelf een probleem uit een ander wetenschapsgebied of uit de industrie verkennen, wiskundig modelleren en analyseren. De probleemstellingen zijn open geformuleerd er is geen a priori sturing richting bepaalde deelgebieden van de wiskunde. In de vierde week wordt het werk afgerond met een presentatie en een verslag.

Form of tuition

Project

Type of assessment
Beoordeling van werkwijze, presentatie en verslag.

Target group
3W, 3-WN, mMath, mPhys

World Heritage: Historical Sites, Contemporary Debates

Course code	L_AABAGES205 ()
Period	Period 5
Credits	6.0
Language of tuition	English
Faculty	Faculteit der Geesteswetenschappen (Let)
Coordinator	dr. D. van der Maas
Examinator	dr. D. van der Maas
Teaching staff	drs. I.B.S. van Koningsbruggen, prof. dr. S. Legene
Teaching method(s)	Lecture, Seminar
Level	200

Course objective
• In this introductory course students acquire knowledge and understanding of the theoretical foundations of the field of heritage studies and are introduced to the main (inter)national political and public debates surrounding heritage practice.
• Students acquire basic knowledge of inter(national) heritage policy.
• Through the analysis of a selection of UNESCO World Heritage Sites, students gain insight in processes of canonisation, musealisation, commercialisation and heritage tourism, as well as the pros and cons of securing a World Heritage-status.
• On the basis of their newly acquired knowledge, students are to compare and reflect critically upon individual case studies in their final paper.
• Students develop skills in both textual and visual analysis.

Course content
In this course students are made familiar with the (inter)national political framework that shapes our contemporary interaction with and debates on cultural heritage. Leitmotiv through the course is the changing conceptualisation of heritage throughout the years: the spatial dimension of heritage has grown from ‘monument’ to the slightly larger concept of ‘site’, to ‘setting’, areas and cities and finally to the landscape. Policy makers and heritage scholars have effectively widened their scope to a more dynamic and holistic perspective on the landscape as an historical entity. By discussing critically recent academic, political and public debates on individual European and World Heritage Sites (such as the Beemster, the fen communities of Drenthe and Willemstad Curacao), students will learn to reflect upon what is called the ‘heritage paradox’ - the constant tension between the management of future changes and the urge to protect the relics of the past, but also the tension between history and memory. How do heritage professionals deal with these tensions in specific cases? What measures are taken to preserve World Heritage Sites, and what concessions are made to increase the historical ‘experience’ and the accessibility of the sites? And how

does this affect their authenticity?

Form of tuition
Lectures, seminars, excursions.

Type of assessment
Participation; weekly assignments; final paper.

Course reading
To be announced.

Entry requirements
This is the second course in the 'Heritage Studies: Histories, memories, spaces' - specialization.

Target group
Second year History students; third year MKDA students.

Remarks
This course is obligatory in the second year, for students with a 'Heritage Studies: histories, memories, spaces' - specialization. Attendance is compulsory. This course is a prerequisite for the third year courses 'Slavery and Slave trade: history and memory' and 'How banks use hi$tory. Financial culture & Heritage'.