



Educatie in de mens- en maatschappijwetenschappen (MSc)

Vrije Universiteit Amsterdam - Faculteit der Sociale Wetenschappen - MSc Educatie Mens- en Maatschappijw. - 2017-2018

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Afstudeerrichting Leraar voorbereidend hoger onderwijs in Economie

Opleidingsdelen:

- [Eerste jaar afstudeerrichting Leraar VHO Economie](#)

Eerste jaar afstudeerrichting Leraar VHO Economie

Opleidingsdelen:

- [Keuzevakken Leraar VHO Economie jaar 1](#)

Vakken:

Naam	Periode	Credits	Code
Advanced Methods for Applied Economic Research	Periode 1	6.0	E_EC_AMAER
Didactiek 1	Periode 4	6.0	O_MLDIDAC_1F
Didactiek 2	Periode 5+6	6.0	O_MLDIDAC_2F
OZ OW1: Onderwijspraktijkonderzoek en academische vaardigheden	Periode 1+2+3	6.0	S_ML_OZOW1
OZ OW2: Onderwijspraktijkonderzoek en literatuuronderzoek	Periode 4+5+6	3.0	S_ML_OZOW2
Praktijk 1	Periode 4	6.0	O_MLPRAK_1F
Praktijk 2	Periode 5+6	9.0	O_MLPRAK_2F

Keuzevakken Leraar VHO Economie jaar 1

Keuze uit drie van onderstaande vakken

Vakken:

Naam	Periode	Credits	Code
Economics of the Welfare State	Periode 2	6.0	E_EC_EWS
Labour Economics	Periode 4	6.0	E_EC_LABEC
Macroeconomic Policy in the EU	Periode 2	6.0	E_EC_MPEU
Microeconomics for Development	Periode 2	6.0	E_EC_MED
Microeconomics for Spatial Policy	Periode 1	6.0	E_STR_MESP
Regional and Urban Economics	Periode 2	6.0	E_STR_RUE

Afstudeerrichting Leraar voorbereidend hoger onderwijs in Geschiedenis

Opleidingsdelen:

- [Eerste jaar Leraar VHO Geschiedenis](#)

Eerste jaar Leraar VHO Geschiedenis

Vakken:

Naam	Periode	Credits	Code
Didactiek 1	Periode 4	6.0	O_MLDIDAC_1F
Didactiek 2	Periode 5+6	6.0	O_MLDIDAC_2F
From Source to Public: The Historian's Flowchart through Imperial Eyes	Periode 1	6.0	L_GAMAGES022
History and Theory	Periode 2+3	6.0	L_GCMAGES014
Key Works in Contemporary Historical Thought	Periode 1	6.0	L_GAMAGES023
OZ OW1: Onderwijspraktijkonderzoek en academische vaardigheden	Periode 1+2+3	6.0	S_ML_OZOW1
OZ OW2: Onderwijspraktijkonderzoek en literatuuronderzoek	Periode 4+5+6	3.0	S_ML_OZOW2
Praktijk 1	Periode 4	6.0	O_MLPRAK_1F
Praktijk 2	Periode 5+6	9.0	O_MLPRAK_2F
Race, Religion and Profit in the Atlantic World, 17th-19th Century	Periode 2+3	6.0	L_GAMAGES024

Afstudeerrichting Leraar voorbereidend hoger onderwijs in Godsdienst en Levensbeschouwing

Opleidingsdelen:

- [Eerste jaar Leraar VHO Godsdienst en levensbeschouwing](#)

Eerste jaar Leraar VHO Godsdienst en levensbeschouwing

Opleidingsdelen:

- [Keuze twee van de vier BIR-vakken](#)
- [Keuzevakken Godsdienst Levensbeschouwing](#)

Vakken:

Naam	Periode	Credits	Code
Didactiek 1	Periode 4	6.0	O_MLDIDAC_1F
Didactiek 2	Periode 5+6	6.0	O_MLDIDAC_2F
Hermeneutics	Periode 1	6.0	G_MAHERMN
OZ OW1: Onderwijspraktijkonderzoek en academische vaardigheden	Periode 1+2+3	6.0	S_ML_OZOW1
OZ OW2: Onderwijspraktijkonderzoek en literatuuronderzoek	Periode 4+5+6	3.0	S_ML_OZOW2
Praktijk 1	Periode 4	6.0	O_MLPRAK_1F
Praktijk 2	Periode 5+6	9.0	O_MLPRAK_2F

Keuze twee van de vier BIR-vakken

Vakken:

Naam	Periode	Credits	Code
Building Interreligious Relations 1		6.0	G_BIR1
Building Interreligious Relations 2		6.0	G_BIR2
Building Interreligious Relations 3	Periode 1	6.0	G_BIR3
Building Interreligious Relations 4	Periode 2	6.0	G_BIR4

Keuzevakken Godsdienst Levensbeschouwing

Vakken:

Naam	Periode	Credits	Code
From Constantine to Muhammad: Religion and Society in Late Antiquity	Periode 2	6.0	L_GOMAALG004
Media 1: Religion in a Media Age	Periode 1	6.0	G_MED1
Media 2: Religion and Popular Culture	Periode 2	6.0	G_MED2
Spiritual Care 1	Periode 1	6.0	G_SPICA1
Spiritual Care 2	Periode 2	6.0	G_SPICA2

Afstudeerrichting Leraar voorbereidend hoger onderwijs in Maatschappijleer en Maatschappijwetenschappen

Opleidingsdelen:

- [Eerste jaar Leraar VHO Maatschappijleer en maatschappijwetenschappen](#)

Eerste jaar Leraar VHO Maatschappijleer en maatschappijwetenschappen

Opleidingsdelen:

- [Keuze uit het vakkenaanbod van de faculteit der Sociale wetenschappen, Geesteswetenschappen, Godgeleerdheid of Economische wetenschappen en bedrijfskunde](#)
- [Keuze uit mastervakken van de faculteit der Sociale wetenschappen](#)
- [Keuzevakken uit master Political Science](#)
- [Keuzevakken uit master Sociologie](#)

Vakken:

Naam	Periode	Credits	Code
Didactiek 1	Periode 4	6.0	O_MLDIDAC_1F
Didactiek 2	Periode 5+6	6.0	O_MLDIDAC_2F
OZ OW1: Onderwijspraktijkonderzoek en academische vaardigheden	Periode 1+2+3	6.0	S_ML_OZOW1
OZ OW2: Onderwijspraktijkonderzoek en literatuuronderzoek	Periode 4+5+6	3.0	S_ML_OZOW2
Praktijk 1	Periode 4	6.0	O_MLPRAK_1F
Praktijk 2	Periode 5+6	9.0	O_MLPRAK_2F

Keuze uit het vakkenaanbod van de faculteit der Sociale wetenschappen, Geesteswetenschappen, Godgeleerdheid of Economische wetenschappen en bedrijfskunde

Eén vak naar keuze uit het aanbod van de faculteiten der Sociale Wetenschappen, Geesteswetenschappen, Godgeleerdheid of Economische wetenschappen en bedrijfskunde

Keuze uit mastervakken van de faculteit der Sociale wetenschappen

Keuze voor één vak uit een masteropleiding van de faculteit der Sociale Wetenschappen

Vakken:

Naam	Periode	Credits	Code
Arbeid, burgerschap en sociale participatie	Periode 1	6.0	S_ABSP
Beïnvloeden van maatschappelijke participatie	Periode 2+3	9.0	S_BMP
Bestuurskundige theorieën	Periode 1	6.0	S_BKT
Dynamiek van internationaal besturen	Periode 2	6.0	S_DIB
Inequality and Conflict in Societal Participation	Periode 2	6.0	S_ICSP
News Impacts in the Digital Age	Periode 2	6.0	S_NIDA
Problematic and Beneficial Effects of Media Use	Periode 2	6.0	S_PBEMU
Selected Issues: Global Environmental Governance	Periode 2	6.0	S_SIGEG
Selected Issues: International Security	Periode 2	6.0	S_SIIS
Selected Issues: Transnational Political Economy	Periode 2	6.0	S_SITPE
Social Continuity and Change	Periode 1	6.0	S_SCC
Sociale veiligheid en veerkracht	Periode 2	6.0	S_SVV
Theoretical Orientation on Mobility 1	Periode 1	6.0	S_TOM1
Theoretical Orientation on Mobility 2	Periode 2	6.0	S_TOM2
Theories and Approaches in Comparative European Politics	Periode 1	6.0	S_TACEP
Theories and Approaches in International Relations	Periode 1	6.0	S_TAIR

Keuzevakken uit master Political Science

Keuze uit twee vakken van de masteropleiding Political Science

Vakken:

Naam	Periode	Credits	Code
Selected Issues: European Politics and Policymaking	Periode 2	6.0	S_SIEPP
Selected Issues: Global Environmental Governance	Periode 2	6.0	S_SIGEG
Selected Issues: International Security	Periode 2	6.0	S_SIIS

Selected Issues: Transnational Political Economy	Periode 2	6.0	S_SITPE
Theories and Approaches in Comparative European Politics	Periode 1	6.0	S_TACEP
Theories and Approaches in International Relations	Periode 1	6.0	S_TAIR

Keuzevakken uit master Sociologie

Keuze uit twee vakken van de masteropleiding Sociologie

Vakken:

Naam	Periode	Credits	Code
Arbeid, burgerschap en sociale participatie	Periode 1	6.0	S_ABSP
Beïnvloeden van maatschappelijke participatie	Periode 2+3	9.0	S_BMP
Inequality and Conflict in Societal Participation	Periode 2	6.0	S_ICSP
Social Continuity and Change	Periode 1	6.0	S_SCC

Afstudeerrichting Leraar voorbereidend hoger onderwijs in Management en organisatie

Opleidingsdelen:

- [Eerste jaar Leraar VHO Management en organisatie](#)

Eerste jaar Leraar VHO Management en organisatie

Vakken:

Naam	Periode	Credits	Code
Advanced Corporate Financial Management	Periode 1	6.0	E_BA_ACFM
Advanced Management Accounting	Periode 2	6.0	E_ACC_AMA
Didactiek 1	Periode 4	6.0	O_MLDIDAC_1F
Didactiek 2	Periode 5+6	6.0	O_MLDIDAC_2F
Marketing Strategy	Periode 1	6.0	E_MKT_MSTRAT
New Venture Creation and Development	Periode 2	6.0	E_ENT_NVCD

OZ OW1: Onderwijspraktijkonderzoek en academische vaardigheden	Periode 1+2+3	6.0	S_ML_OZOW1
OZ OW2: Onderwijspraktijkonderzoek en literatuuronderzoek	Periode 4+5+6	3.0	S_ML_OZOW2
Praktijk 1	Periode 4	6.0	O_MLPRAK_1F
Praktijk 2	Periode 5+6	9.0	O_MLPRAK_2F

Advanced Corporate Financial Management

Vakcode	E_BA_ACFM (61412390)
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	School of Business and Economics
Coördinator	prof. dr. ir. H.A. Rijken
Examinator	prof. dr. ir. H.A. Rijken
Lesmethode(n)	Hoorcollege, Werkcollege
Niveau	400

Doel vak

This course is an advanced course in Corporate Finance.

The Corporate Finance discipline is about matching companies' assets with investor's preferences. It has both a micro perspective on CFO decision making and a macro perspective on the functioning of Corporate Financial Markets. It applies to CFOs at non-financial companies and financial institutions and to policy makers.

This course has three main learning objectives.

1. Extending academic/ professional knowledge about Corporate Finance: learning about academic concepts in Corporate Finance. (Technical knowledge)
2. Applying academic concepts in Corporate Finance in real life cases: confrontation of academic concepts in Corporate Finance with real life situations. (Problem-solving skills; Conceptual reasoning; Communication skills)
3. Understanding the origin and empirical strength of academic concepts in Corporate Finance: test of underlying assumptions and robustness in empirical (academic) research. (Critical skills; Conceptual reasoning)

This course will give most attention to objectives 1 and 2. Objective 2 makes this course relevant for professional practice.

After following this course, you:

- Understand basic Corporate Finance concepts in economic terms, including their strengths and limitations.
- Have (quantitative skills) to apply these basic concepts.
- Understand the unique features of each concept and interrelationship between them.
- Are able to choose between various concepts and apply them in specific real life cases.

More specific learning objectives for the working classes and case solving are:

- Students are able to analyze and solve a case in Corporate Finance;
- write a (consulting) report on a case in Corporate Finance;
- Students are able to raise questions during the working class and to formulate their own position;
- Students are able to present their case solutions.

Inhoud vak

The course consists of lectures and tutorials. Most important topics in this course are:

- leverage decision;
- dividend decision;
- risk management;
- credit risk measurement (including rating agencies);
- credit risk pricing;
- corporate debt market;
- structured corporate finance (project finance, asset securitization, LBO);
- quantitative pricing of debt (value of debt in distress situations and convertible debt valuation);
- equity risk pricing.

Onderwijsvorm

Lectures and tutorials

Toetsvorm

TBA

Literatuur

TBA

Vereiste voorkennis

This course elaborates on classical text books like Corporate Finance (Berk and DeMarzo) and Principles of Corporate Finance (Brealey, Myers and Allen). These books mark the entry knowledge level of this course.

The book Corporate Finance (Berk and DeMarzo) is comprehensively discussed and tested in the VU bachelor programme Economics and the VU bachelor programme Business Administration.

Students not very familiar with these books are advised to have a look at these books or even buy it for (required) background knowledge to this course.

Advanced Management Accounting

Vakcode	E_ACC_AMA (60442020)
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	School of Business and Economics
Coördinator	dr. E. Wiersma
Examinator	dr. E. Wiersma
Docent(en)	dr. E. Wiersma
Lesmethode(n)	Hoorcollege

Doel vak

This course provides an overview of the main issues that financial controllers will face in their daily work (technical proficiency). In the course we use both a set of quantitative methods and study academic papers to analyze how management accounting information will be used for decision making and evaluation (problem solving, critical skills, conceptual reasoning) Finally, this course discusses several issues where financial controllers face opposing forces to make decisions in their work (reflection).

After following the course, you should be able to:

- use quantitative methods (e.g., regression, linear programming, financial modelling), to assess the value of additional information, analyze the impact of uncertainty on profitability, analyze bottlenecks, and analyze cost behavior;
- read and understand academic papers and be able to formulate why results of these papers are informative for practical decisions;
- understand why the need for management accounting information has grown over time;
- recognize that financial controllers play a key role in decision making and performance evaluation;
- discuss and evaluate opposing forces that influence decisions that financial controller make (e.g, the watchdog role versus information supplier role of controllers).

Inhoud vak

Since management accounting information is not subject to a set of extent regulations, other principles will guide which accounting information firms need. These principles are often based on cost-benefit reasoning, and on understanding the set of incentives that different layers of managers have.

In the course we analyze the value of management accounting devices based on these principles.

Onderwijsvorm

Lectures supported by slidecast lectures (slides and voiceover).

Toetsvorm

Written exam

Optional assignments yielding a maximum of 5 bonus points (out of 100 for final grade)

Literatuur

Groot, T., & Selto, F. (2013), *Advanced Management Accounting*, Pearson Education, London. ISBN: 978-0-273-73018-7.

A selection of academic papers, to be published on Canvas.

Aanbevolen voorkennis

The course assumes an understanding of management accounting at intermediate level.

Advanced Methods for Applied Economic Research

Vakcode	E_EC_AMAER (60422070)
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	School of Business and Economics
Coördinator	dr. S. Dobbelaere
Examinator	dr. S. Dobbelaere
Docent(en)	dr. S. Dobbelaere, S. Sovago
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	400

Doel vak

After the course students are able to critically evaluate the quality of empirical research in economic applications. Furthermore, they are capable of performing empirical research themselves, for example, when writing their thesis. The latter implies that they can decide about the appropriate model, can deal with real-life data, are aware of the strength and weaknesses of the model and can estimate and interpret its parameters.

Inhoud vak

This course makes students familiar with various microeconomic methods. These methods are often used in economic research, both to test predictions from economic theory and to assess the effectiveness of economic policy. During the course attention is devoted both to the theory underlying the different techniques and the practical application. Theoretical knowledge is examined in the final exam, while the implementation of the different methods is requested in the weekly empirical exercises. In these empirical exercises the software package Stata is used. An important aspect of the course is that students learn how to interpret estimation results.

Onderwijsvorm

Lectures
Practical assignments

Toetsvorm

The practical homework assignments count for 20% of the final grade, the written exam for the other 80%. However, the assignments only count for the final grade if (i) the grade for the assignments is higher than the exam grade, and (ii) the exam grade exceeds 5.0. If any of these conditions is not met, the final grade equals the exam grade.

Literatuur

Stock, J.H. and M.W. Watson, Introduction to Econometrics. Pearson Education Inc., 3rd edition update, 2015

Vereiste voorkennis

Introductory course in econometrics at Bachelor level.

Aanbevolen voorkennis

Common used statistical tests and simple regression analysis.

Overige informatie

Students who are not familiar with the software package STATA are encouraged to attend the workshop "Introduction to Stata".

Arbeid, burgerschap en sociale participatie

Vakcode	S_ABSP ()
Periode	Periode 1
Credits	6.0
Voertaal	Nederlands
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	prof. dr. M.I. Broese Van Groenou
Examinator	prof. dr. M.I. Broese Van Groenou
Docent(en)	prof. dr. M.I. Broese Van Groenou, dr. D. Pavlopoulos
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

- Inzicht in vormen en uitkomsten van maatschappelijke participatie in ontwikkelde samenlevingen;
- inzicht in belangrijke theorieën over participatie in arbeid, politieke en sociale bewegingen en (in)formele sociale verbanden
- kennis nemen van mogelijke toepassingen van deze theorieën in empirisch onderzoek;

Inhoud vak

Studenten krijgen een overzicht van belangrijke sociologische, economische en psychologische theorieën over verschillende vormen van maatschappelijke participatie en verdiepen zich in specialistische kennis over participatie op de arbeidsmarkt, in politieke en sociale bewegingen, en sociale participatie in vrijwilligerswerk, organisaties en verenigingen en in informele sociale verbanden. Het accent ligt op Nederland en landen die vergelijkbaar zijn met Nederland.

Onderwijsvorm

hoorcollege

Toetsvorm

Tentamen over de literatuur, individuele leesopdrachten en participatie.

Literatuur

Wordt t.z.t. bekendgemaakt in de cursushandleiding (zie CANVAS).

Doelgroep

Masterstudenten Sociologie

De cursus staat ook open als keuzevak voor Masterstudenten van de FSW

Beïnvloeden van maatschappelijke participatie

Vakcode	S_BMP ()
Periode	Periode 2+3
Credits	9.0
Voertaal	Nederlands
Faculteit	Faculteit der Sociale Wetenschappen

Coördinator	dr. P.G.S.M. Smets
Examinator	dr. P.G.S.M. Smets
Docent(en)	dr. P.G.S.M. Smets, S. Bos
Lesmethode(n)	Werkgroep
Niveau	500

Doel vak

Studenten kennen de wijze waarop beleid en interventies op het terrein van maatschappelijke participatie in Nederland en elders werken; Studenten kunnen theoretische inzichten m.b.t. maatschappelijke participatie en urban governance toepassen op concrete cases; Studenten hebben inzicht in de effectiviteit van beleid en interventies; Studenten hebben geoefend in het schrijven van een thesisopzet; Studenten hebben kennis van het veld en de literatuur voor hun masterthesis.

Inhoud vak

Dit vak gaat over manieren waarop maatschappelijke participatie bevordert of belemmert kan worden. Voor diverse vormen van maatschappelijke participatie (o.a. bewonersparticipatie t.b.v. de verbetering van de leefbaarheid van hun woonomgeving, buddy projecten, informele zorg, inburgering, jongeren op de arbeidsmarkt) wordt dit bekeken vanuit het begrip urban governance. Veel interventies richten zich namelijk op samenwerkingsverbanden op stedelijk niveau. Hierbinnen werken verschillende belanghebbenden of stakeholders (overheidsorganisaties, burgers en ondernemers) samen om tot een zekere synergie te komen. Tegenwoordig spelen burgers een steeds grotere rol binnen deze samenwerkingsverbanden. Om hier meer zicht op te krijgen zal er aandacht besteed worden aan de vorming en dynamiek van communities, die vaak bestaan uit groepen burgers die samen een specifieke problematiek aanpakken. Deze inzichten zijn belangrijk voor studenten die later zelf beleidsfuncties zullen bekleden, daar advies over geven of onderzoek in gaan doen. Zij vergaren kennis over de manier waarop beleid en interventies in Nederland werken, en krijgen met behulp van relevante theorieën en onderzoek inzicht in de effectiviteit van beleid en interventies op het gebied van maatschappelijke participatie. Het streven is om hier door middel van gastcolleges of bezoeken het beleids- en praktijkveld binnen te halen, evenals ook onderzoekers op dit terrein van het veld. Parallel aan de colleges en werkgroepen lopen de zogenaamde thesisgroepen. Hiervoor gaan studenten hun gekozen onderwerp nader verkennen door voort te bouwen op de bibliografie die in periode 1 geschreven is en informatie te verzamelen over het veld. Bovendien gaan zij een onderzoeksopzet schrijven.

Onderwijsvorm

Hoorcolleges en peer-groepbijeenkomsten.

Toetsvorm

Individuele en groepsopdrachten.

Literatuur

Aanvullende literatuur wordt later bekend gemaakt.

Doelgroep

Masterstudenten Sociologie

De cursus staat ook open als keuzevak voor Masterstudenten van de FSW

Overige informatie

Er worden thesisgroepen ingesteld rondom thema's van maatschappelijke participatie die zijn aangedragen door belanghebbenden in het brede veld van participatie ("opdrachtgevers"); Het kiezen van een thesisgroep maakt deel uit van het masterthesistraject Sociologie, dat de volgende onderdelen heeft: 1. Beredeneerde keuze voor een thesisgroep en het schrijven van een 'annotated' bibliografie (in Arbeid, burgerschap en sociale participatie, periode 1); 2. Uitwerking gekozen thema's in de thesisgroep, oefenen thesisopzet (in Beïnvloeden van maatschappelijke participatie, periode 2-3); 3. Schrijven thesisopzet (periode 2-3); 4. Uitwerken theorie en/of voorbereiden/start veldwerk (periode 3-4); 5. Uitvoeren, rapporteren thesisonderzoek (periode 5-6); 6. Thesis presentatie (periode 6).

Bestuurskundige theorieën

Vakcode	S_BKT ()
Periode	Periode 1
Credits	6.0
Voertaal	Nederlands
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	prof. dr. L.W.J.C. Huberts
Examinator	prof. dr. L.W.J.C. Huberts
Docent(en)	prof. dr. L.W.J.C. Huberts, H.L. Paanakker MSc
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

Het verwerven van kennis en inzicht in theorieën over besturen (governance) met aandacht voor de sterke en zwakke kanten daarvan, als ook het leren gebruiken van theorieën in onderzoek naar (publiek) bestuur en besturen.

Inhoud vak

Het seminar richt zich op de stand van zaken in de theorieontwikkeling met betrekking tot '(public) governance' en 'public administration'. Er wordt enige aandacht besteed aan basale vragen met betrekking tot kennis en kennisontwikkeling, maar de kern bestaat uit een overzicht van beschikbare benaderingen en theorieën. Daarbij gaat het om theorieën over 'politics and bureaucracy', 'public institutions', 'public management', 'decision theory', '(ir)rational and public choice', 'postmodern analysis', 'governance', 'networks', and 'ethics and integrity'. De theorieën worden verbonden met specifieke onderzoeksthema's en vragen, ter verduidelijking van hun betekenis en potentieel, als ook om te verhelderen hoe theorie kan worden verbonden met en gebruikt in concreet empirisch onderzoek naar bestuur en besturen (governance).

Onderwijsvorm

Hoorcolleges, collectieve opdracht.

Toetsvorm

Toetsing bestaat uit vier onderdelen: 1 verplichte aanwezigheid met extra opdracht bij te vaak afwezig; 2 individuele voorbereiding presentatie onderdeel literatuur; 3 groepspaper met drie studenten: met

verbinden theorieën met onderzoeksvragen; en bepalend voor het eindcijfer: 4 open boek tentamen met vragen mede gericht op inzicht en analytisch vermogen en kunnen toepassen van literatuur/theorieën.

Literatuur

- H. George Frederickson, Kevin B. Smith, Christopher W. Larimer & Michael J. Licari (2016) *The Public Administration Theory Primer*. Third Edition. Boulder: Westview Press (ISBN 978-0-8133-4966-4 pbk; 978-0-8133-4991-6 e-book).

Theories: political control of bureaucracy, bureaucratic politics,

public institutional, public management, postmodern, decision, rational choice and irrational behavior, governance.

- Jay M. Shafritz & Albert C. Hyde (Eds.) (2017, published 2016), *Classics of Public Administration*. 8th Edition (656 pages). N.P.: Wadsworth Cengage Learning (ISBN-10: 1305639030 | ISBN-13: 9781305639034).

Daaruit selectie van artikelen.

- Aanvullende artikelen/papers op Canvas.

Doelgroep

Masterstudenten Bestuurskunde

Building Interreligious Relations 1

Vakcode	G_BIR1 ()
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Godgeleerdheid
Coördinator	prof. dr. M. Moyaert
Examinator	prof. dr. M. Moyaert
Docent(en)	prof. dr. M. Moyaert
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

The student:

- has developed knowledge, understanding and competences in the field interreligious dialogue (incl. anthropological, philosophical, hermeneutical, political and ethical questions);
- can recognize, summarize and explain the dominant positions in the ongoing discussion about the (im-)possibility of interreligious dialogue;
- can integrate the insights from the course and use them to analyze and discuss articles written by authoritative thinkers;
- learns to make nuanced judgments about the complex matter of interreligious encounters;
- can integrate insights from this course and apply them to a case study;
- is aware of his/her own identity, fears, biases, and theological, philosophical, ethical and hermeneutical prejudices as s/he teaches about diversity issues. S/he has developed a capacity for metareflection on these issues and can reflect on all these elements as a proof of metareflection in the final paper.

Inhoud vak

Various processes of globalization have produced new patterns of religiosity that are far more complex and diversified than in the past. Migration streams, increased mobility, and changing means of communication have made the world smaller, as it were. Globalization has brought about a pluralization of the religious sphere, bringing other 'world' religions, such as Islam and different Asian traditions, to the West. At the beginning of the previous century, coming into contact with strange cultures, peoples, and religions remained a remote possibility for most people. Today we are confronted with otherness, whether we want it or not. Cultural and religious diversity are an integral part of life. The religious other is no longer an abstract figure but is seen in all her concreteness as neighbor, colleague, friend, spouse, etc. We mingle at school; work together as colleagues; we intermarry and raise our children in mixed families. This is not only true of the United States but, *pari passu*, is increasingly true for Europe (where Islam is the second largest religion, outpacing Judaism and Protestantism in Belgium and France) and even for Australia.

This novel context raises numerous fundamental questions about how people belonging to these different traditions relate to one another; how do they meet? Can they understand one another? What to do with possible conflicts? How can we understand the meaning of religious commitments? How does a context of pluralization affect the construction of religious identities?

It is clear that religious diversity is a fact. It is also a fact that religious diversity presents a challenge for society at large as well as for different working places (schools, hospitals, companies). In this course, we will delve deeply into the complexities related to the meeting between religions, so that students learn to get a better grasp of the deeper lying mechanisms that affect this meeting (for better or for worse). We will conclude this course with the examination of case studies, to which the insights of this course may be applied.

We will address fundamental questions touching upon:

1. How do we define religion; and how does the way we define religion affect the way we understand the meeting between religions?
2. How do we make sense of religious diversity. Why are there so many religions? How do they relate to one another?
3. What does it mean to be religiously committed in a time of detraditionalization, individualization and pluralization? How do identity and alterity relate to one another?
4. What is the relation between religion and conflict within the broader society? How can one deal with conflicting religious attachments?

Onderwijsvorm

Interactive teaching environment with a variety of strategies: reading assignments, buzzing groups, posing questions and positions on Blackboard, log book, student presentations.

Alternating the focus is on theory or empirical studies/practice. Prior to some lectures students need to prepare a short assignment (see study agenda and announcements via Blackboard). Next to the short assignments, which stimulate a more active approach of the literature, there are also two bigger assignments which are part of the formal examination of the subject: 1. Writing a position paper, and 2. Writing a logbook.

Toetsvorm

35% logbook

15% participation in class (preparation, discussion.)

50% paper

Student Responsibilities:

- Students come to class prepared to participate in the discussion;
- Students keep a logbook in which they consider the personal implications of the course;
- Students analyse and study the obligatory literature through specific study questions and assignments;
- Students contribute to the discussion.

Literatuur

Articles posted on Blackboard.

Doelgroep

For students who want to come to a better understanding of (philosophical, theological, hermeneutical and pedagogical) issues of religious diversity and interreligious dialogue.

Building Interreligious Relations 2

Vakcode	G_BIR2 ()
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Godgeleerdheid
Coördinator	dr. A.L. Vroom
Examinator	dr. A.L. Vroom
Docent(en)	dr. A.L. Vroom
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

1. Knowledge:

- the student knows and understands how the notion and practice of 'tolerance' is at play in a diversity of worldviews and one living dialogue project

- the student knows and understands the method of comparison of reciprocal illumination

2. Applied knowledge:

- the student can creatively compare notions of 'tolerance' as they are at play in a diversity of worldviews by means of the method of comparison 'reciprocal illumination'

- the student can use these notions of tolerance to assess a living dialogue project

3. Discernment and Academic Judgment:

- the student can evaluate the compared notions of tolerance on their limits and strengths

- the student can evaluate the method of reciprocal illumination on its limits and strengths

- the student is aware of the lived difficulties and possibilities of tolerance by means of shared experience and experiments

4. Communication:

- the student can clearly report, written and in speech, her or his research outcome and critical assessments;

- the student can, within the context of live experiments, discern her or his own strengths and pitfalls concerning tolerance as 'bearing difference'

5. Learning abilities:

- the student can in the future discern the factor of tolerance as 'bearing difference' as it is at play in interreligious relations, and use this knowledge and know-how in his or her future workfield.

Inhoud vak

The course deals with views and practices of 'tolerance' in a wide range of past and present religions and worldviews. We use as a working-definition of tolerance 'bearing difference' (inspired by Seligman). We follow the volume by Neusner and Chilton, first asking foundational questions about religious tolerance and then looking at case-studies ranging from Ancient Israel to the Greco-Roman world, to some varieties of Christianity, Judaism, Islam, Buddhism and Hinduism. Students compare these cases by means of the method of 'reciprocal illumination' (Sharma). Basically, this means we look at view and practice of tolerance X through the lense of the view and practice of tolerance Y. Also we read about a contemporary case, the CEDAR project by Andrew Seligman, whose interreligious dialogue projects in his own view spin around 'tolerance'. In relation to these cases we reflect on tolerance: what are the obstacles, possibilities and limits of working for 'tolerance', and is it too much (why), is it enough (in what respects), or do we need more (what, then, and how)? During the course we engage in our own practice of tolerance by means of intentional conversation: following a common method of conversation in stead of our own, natural way. Also we experiment with 'not being heard'. We observe our own strengths and limits of tolerance and also harvest the fruits and frustrations of it.

Onderwijsvorm

This is an interactive course. Students take turns presenting written assignments. Alongside the course, we do a series of practicals focussed on 'bearing difference'.

Toetsvorm

Three written comparative assignments presented in class (3*20% (graded)); Concluding comparative paper (30%); 'Bearing difference' through communication practical (10% (pass/fail))

Literatuur

- 1) Textbook: Religious Tolerance in World Religions, Jacob Neusner and Bruce Chilton (ed.), 2008 Templeton Foundation Press (full text)
- 2) Method: Religious Studies and Comparative Methodology. The Case for Reciprocal Illumination, Arvind Sharma, 2005 SUNY Press (cap.sel.)
- 3) Casestudy: Living with Difference. How to Build Community in a Divided World, Adam B. Seligman, Rahel R. Wasserfall, David W. Montgomery (cap.sel.)
- 4) Practical: Nonviolent Communication, Marshall Rosenberg (any edition) (cap.sel.)
- 5) Additional literature through teacher and independent search by students

Overige informatie

Participation in 9 out of 12 classes is mandatory. Please notice that the work-load is evenly spread over the weeks.

Building Interreligious Relations 3

Vakcode	G_BIR3 ()
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Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Godgeleerdheid
Coördinator	prof. dr. A.F.M. van der Braak
Examinator	prof. dr. A.F.M. van der Braak
Docent(en)	prof. dr. A.F.M. van der Braak, prof. dr. M. Kalsky
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

The student:

- has developed knowledge, understanding and competences in the field interreligious dialogue (incl. anthropological, philosophical, hermeneutical, political and ethical questions);
- can recognize, summarize and explain the dominant positions in the ongoing discussion about the (im-)possibility of interreligious dialogue;
- can integrate the insights from the course and use them to analyze and discuss articles written by authoritative thinkers;
- learns to make nuanced judgments about the complex matter of interreligious encounters;
- can integrate insights from this course and apply them to a case study;
- is aware of his/her own identity, fears, biases, and theological, philosophical, ethical and hermeneutical prejudices as s/he teaches about diversity issues. S/he has developed a capacity for metareflection on these issues and can reflect on all these elements as a proof of metareflection in the final paper.

Inhoud vak

Various processes of globalization have produced new patterns of religiosity that are far more complex and diversified than in the past. Migration streams, increased mobility, and changing means of communication have made the world smaller, as it were. Globalization has brought about a pluralization of the religious sphere, bringing other 'world' religions, such as Islam and different Asian traditions, to the West. At the beginning of the previous century, coming into contact with strange cultures, peoples, and religions remained a remote possibility for most people. Today we are confronted with otherness, whether we want it or not. Cultural and religious diversity are an integral part of life. The religious other is no longer an abstract figure but is seen in all her concreteness as neighbor, colleague, friend, spouse, etc. We mingle at school; work together as colleagues; we intermarry and raise our children in mixed families. This is not only true of the United States but, *pari passu*, is increasingly true for Europe (where Islam is the second largest religion, outpacing Judaism and Protestantism in Belgium and France) and even for Australia.

This novel context raises numerous fundamental questions about how people belonging to these different traditions relate to one another; how do they meet? Can they understand one another? What to do with possible conflicts? How can we understand the meaning of religious commitments? How does a context of pluralization affect the construction of religious identities?

It is clear that religious diversity is a fact. It is also a fact that religious diversity presents a challenge for society at large as well as

for different working places (schools, hospitals, companies). In this course, we will delve deeply into the complexities related to the meeting between religions and the issue of religious belonging, so that students learn to get a better grasp of the deeper lying mechanisms that affect this meeting (for better or for worse).

We will address fundamental questions touching upon

1. How do we interpret the phenomenon of religious diversity – What is the discourse on world religions and what are its problematic aspects? How do different models of religious diversity impact upon the way we understand the (im-)possibility of interreligious dialogue?
2. How do various forms of religious modernism arise as a result of the meeting between the religious and the secular? What are various ways of conceptualizing both religion and secularity? How does this impact our perspective on interreligious dialogue?
3. What does it mean to be religiously committed in a time of detraditionalization, individualization and pluralization? How do hybrid conceptions of identity and belonging impact the practice of interreligious dialogue?

Overview of topics to be discussed

1. Brief overview of world religions. The discourse of world religions and its challenges
2. Models of religious diversity: exclusivism, inclusivism, pluralism and particularism
3. Shifts in religious identity: hybridity, double belonging, multiple religious participation and fundamentalism
4. Different expressions of interreligious dialogue
5. Postcolonial and feminist perspectives on religious diversity and interreligious dialogue

Toetsvorm

20%: Writing assignments

80%: final paper

Student Responsibilities:

- Students come to class prepared to participate in the discussion;
- Students analyse and study the obligatory literature through specific study questions and assignments;
- Students contribute to the discussion.

Literatuur

Articles posted on Canvas.

Doelgroep

For students who want to come to a better understanding of (philosophical, theological, hermeneutical and pedagogical) issues of religious diversity and interreligious dialogue.

Overige informatie

Courses Building Interreligious Relations 3 and Building Interreligious Relations 4 alternate on a yearly basis with the other courses Building Interreligious Relations 1 and Building Interreligious Relations 2.

The courses Building Interreligious Relations 3 and Building Interreligious Relations 4 will be taught in 2017-18.

Building Interreligious Relations 4

Vakcode	G_BIR4 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Godgeleerdheid
Coördinator	prof. dr. M. Moyaert
Examinator	prof. dr. M. Moyaert
Docent(en)	prof. dr. M. Moyaert, prof. dr. H.Y.M. Jansen
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

Teaching goals

- Basic insight into the literatures which study the ways which Christianity, Judaism, Islam and categories of 'the secular' are historically and conceptually intertwined and entangled
- Insight into how these entangled histories are related to the histories and legacies of anti-semitism and islamophobia
- Enhancing the capacity to formulate integrative perspectives on what 'interreligiosity' means in the historical context of secularisation and religious entanglement

Inhoud vak

We will study works on the interrelated histories of Christianity, Islam and Judaism in the Euro-Mediterranean and Middle-Eastern contexts from the perspective of how these religions have been entangled and have entered into tense relations in the course of Euro-Middle-Eastern history, in relation to processes and concepts of secularisation, the formation of 'religion, and the Axial Age. Readings will include Leora Batnizky, Susannah Heschel, Schirin Amir-Moazzami, Anya Topolski, David Nirenberg, Jean-Luc Nancy, Maurice Olender, Gil Anidjar, Paula Frederiksen, Daniel Boyarin,

Onderwijsvorm

Lectures and student presentations

Toetsvorm

Presentation (20%) and final paper or final paper and take home exam (80%). You can choose between two options for the final exam: (1) either you choose to do a take home exam containing three questions which will be published two weeks before the deadline, together with a final paper of around 1500 words, or (2) you choose to write a final paper of around 4000 words. Deadline will be published during the course.

Literatuur

David Nirenberg - Anti-Judaism, the Western Tradition (W.W.Norton)
Maurice Olender - The languages of Paradise: race, religion, and philology in the nineteenth century (Harvard University Press, orig, Paris, Seuil).
Gil Anidjar - Semites, Race, Religion, Literature (Stanford University Press)

Didactiek 1

Vakcode	O_MLDIDAC_1F ()
Periode	Periode 4
Credits	6.0
Voertaal	Nederlands
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	C.L. Geraedts
Examinator	C.L. Geraedts
Docent(en)	drs. J.K.W. Riksen, drs. H.R. Goudsmit, drs. Y.G. Meindersma, drs. I. Pauw, drs. C.D.P. van Oeveren, drs. S. Donszelmann, drs. B. Klein, dr. H.B. Westbroek, C.L. Geraedts, dr. A.A. Kaal, dr. A. Handelzalts, dr. B. de Vries, drs. A.J.C. Monquill, drs. J.B. Penninx, drs. L.A. van der Bruggen, W. Maas, drs. H. Stouthart, drs. N.H. Ypenburg, drs. E.D. van Noort, F.L. de Vries, drs. J. Quartel MA
Lesmethode(n)	Hoorcollege, Werkcollege
Niveau	400

Doel vak

De cursus Didactiek 1 is onderdeel van de eerste fase (fase I) van de Universitaire Lerarenopleiding (ULO) van de VU, en loopt parallel aan de cursus Praktijk 1. De cursus is breed van opzet en omvat verschillende onderdelen die in samenhang worden aangeboden: algemene didactiek (AD), vakdidactiek (VD) en peergroup (PG).

Aan het eind van de cursus heeft de student de nodige basale algemeen didactische en vakdidactische bagage aan te reiken die nodig is voor het handelen als docent in simpele en overzichtelijke situaties op niveau van één les. Hierbij wordt nadrukkelijk aangesloten bij de ontwikkelingsfase waarin de docent-in-opleiding (dio) zich bevindt (zie inhoud).

Inhoud vak

De cursus is geordend rondom zogeheten kernpraktijken die fundamenteel zijn voor het beroep van docent. Bij Didactiek 1 staan de volgende kernpraktijken centraal: (1) contact maken, (2) de les starten, (3) krediet

opbouwen en uitgeven, (4) de les voorbereiden, (5) sturen en corrigeren en (6) volledige instructie geven en de les afsluiten. De reikwijdte van het didactisch denken en handelen is in deze eerste fase meestal nog beperkt tot één les. De genoemde kernpraktijken komen expliciet aan de orde bij AD.

Bij VD wordt aangesloten bij deze kernpraktijken en wordt de vertaalslag gemaakt naar het eigen (school)vak. Daarnaast worden bij VD belangrijke vakdidactische concepten en werkwijzen geïntroduceerd

Bij PG staat de eigen onderwijspraktijk van de docent-in-opleiding (dio) centraal. Concrete vragen en situaties uit de praktijk vormen aanleiding tot analyse en reflectie. Waar bij AD en VD de nadruk ligt op de rollen van de uitvoerende en ontwerpende docent en pedagoog, wordt bij PG nadrukkelijk vorm gegeven aan de rol van onderzoekende professional.

De ervaring leert dat de kernpraktijken die bij Didactiek 1 centraal staan bij de meeste dio's uitgebreid aan de orde komen tijdens het

eerste deel van de praktijkstage (Praktijk 1). Alle inhoudscomponenten uit deze cursus worden tijdens de bijeenkomsten en in verwerking verbonden met de werkplekpraktijk van de student. De dio en de werkplekbegeleider krijgen ook suggesties voor (observatie)opdrachten die kunnen bijdragen aan de ontwikkeling van de competenties die bij deze kernpraktijken horen.

Onderwijsvorm

Alle onderwijs vindt plaats op de instituutsdag (maandag). Studenten zijn de hele dag aanwezig. In de ochtend is er een hoor/werkcollege AD, waarbij dio's van verschillende vakken samen zitten. De colleges AD worden steeds verzorgd door een tweetal docenten. In de middag is er een werkcollege VD onder begeleiding van de vakdidacticus. Deze colleges worden samen met dio's van hetzelfde vak in verschillende samenstellingen (homogeen en heterogeen) gevolgd.

Tenslotte zijn er, verspreid over de periode, drie PG bijeenkomsten, waarbij dio's van verschillende vakken in kleine groepen en onder begeleiding de eigen onderwijspraktijk onder de loep nemen en eventuele concerns daarbij bespreken.

Bij alle onderdelen (AD, VD en PG) wordt een actieve houding van de student gevraagd, zowel tijdens de bijeenkomsten als daarbuiten. Regelmatig worden er verwerkingsopdrachten gegeven, waar individueel of in groepsverband aan wordt gewerkt. Deze opdrachten worden formatief geëvalueerd, onder andere door middel van (peer)feedback.

Toetsvorm

Didactiek 1 wordt afgesloten met een geschreven mini-proef waarin de studenten demonstreren dat zij één les kunnen ontwerpen en uitvoeren en kunnen reflecteren op de manier waarop voorbereiding, uitvoering en afronding hebben plaatsgevonden. De proef bestaat uit een lesontwerp (incl. verantwoording op basis van theorie, en eigen leerdoelen bij deze les),

een videocompilatie (15 min.) van de gegeven les en een terugblik op de les.

Bij het ontwerpen en uitvoeren van de les staan de kernpraktijken behandeld

in de colleges algemene didactiek en vakdidactiek centraal (met een focus

op de les en de leerling). De terugblik op ontwerp en uitvoering vindt plaats

aan de hand van de perspectieven van een docent als professional, ontwerper, uitvoerder, pedagoog en teamlid en de daarbij behorende relevante theorie. De proef wordt beoordeeld aan de hand van een beoordelingsformulier gerelateerd aan de rubrics die voor elk van de docentperspectieven zijn geformuleerd voor fase I.

Literatuur

Bij deze cursus worden de volgende algemeen didactische handboeken gebruikt:

- Ebbens, S. & Ettehoven, S. (2016). Effectief leren – basisboek.

Groningen: Noordhoff Uitgevers B.V.

- Korthagen, F. & Lagerwerf, B. (2014). Een leraar van klasse. Den Haag: Boom Lemma Uitgevers

- Teitler, P. (2017). Lessen in orde. Bussum: Coutinho.

- Kohnstamm, R. (2009). Kleine ontwikkelingspsychologie: III de puberjaren. Houten: Bohn Stafleu van Loghum.

Oudere edities van bovenstaande boeken zijn over het algemeen goed bruikbaar.

Behalve van bovenstaande literatuur wordt veelvuldig gebruik gemaakt van relevante en actuele wetenschappelijke literatuur. Deze artikelen worden tijdens de cursus ter beschikking gesteld. De literatuur die bij VD gebruikt wordt is afhankelijk van het schoolvak waarvoor wordt opgeleid.

Overige informatie

Beheersing van de inhoud van het desbetreffende schoolvak wordt als voorkennis verondersteld.

Didactiek 2

Vakcode	O_MLDIDAC_2F ()
Periode	Periode 5+6
Credits	6.0
Voertaal	Nederlands
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	drs. L.J. van Well-van Grootheest
Examinator	drs. L.J. van Well-van Grootheest
Docent(en)	drs. J.K.W. Riksen, drs. H.R. Goudsmit, drs. Y.G. Meindersma, drs. I. Pauw, drs. C.D.P. van Oeveren, drs. S. Donszelmann, drs. B. Klein, dr. H.B. Westbroek, C.L. Geraedts, dr. A.A. Kaal, dr. A. Handelzalts, dr. B. de Vries, drs. A.J.C. Monquil, drs. J.B. Penninx, drs. L.A. van der Bruggen, W. Maas, drs. H. Stouthart, drs. N.H. Ypenburg, drs. E.D. van Noort, F.L. de Vries, drs. J. Quartel MA
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	400

Doel vak

De cursus Didactiek 2 is onderdeel van de tweede fase (fase II) van de Universitaire Lerarenopleiding (ULO) van de VU, en loopt parallel aan de cursus Praktijk 2. De cursus omvat verschillende onderdelen die in samenhang worden aangeboden: algemene didactiek (AD), vakdidactiek (VD) en peergroup (PG).

Aan het eind van de cursus heeft de student de nodige algemeen didactische en vakdidactische bagage aan te reiken die nodig is voor het handelen als docent op het niveau van een afgebakende onderwijs leerproces waarbij op basis van bestaande lesmaterialen wordt gewerkt. Hierbij wordt nadrukkelijk aangesloten bij de ontwikkelingsfase waarin de docent-in-opleiding (dio) zich bevindt (zie inhoud).

Inhoud vak

Didactiek 2 is geordend rondom een aantal voor het beroep van docent fundamentele kernpraktijken. Bij Didactiek 2 staan de volgende kernpraktijken centraal: (1) leerprocessen zichtbaar maken, (2) leerprocessen bevorderen, (3) leerprocessen toetsen, (4) communiceren en leiding geven, (5) leerlingen verantwoordelijkheid geven (van docentgestuurd naar leerlinggestuurd) en (6) aandacht geven aan verschillen. Ten opzichte van de cursus Didactiek 1 wordt de focus verlegd van de (individuele) les naar het leerproces van de leerling. De reikwijdte van het didactisch denken en handelen wordt daarmee ook

groter: er wordt een begin gemaakt met het ontwerpen en uitvoeren van reeksen van lessen.

De genoemde kernpraktijken komen expliciet aan de orde bij AD. Bij VD wordt aangesloten bij deze kernpraktijken en wordt de vertaalslag gemaakt naar het eigen (school)vak. Daarnaast worden bij VD belangrijke vakdidactische concepten en werkwijzen geïntroduceerd.

Bij PG staat wederom de eigen onderwijspraktijk van de dio centraal. Waar bij AD en VD de nadruk ligt op de rollen van de uitvoerende en ontwerpende docent en pedagoog, wordt bij PG nadrukkelijk vorm gegeven aan de rol van reflectieve onderzoekende professional. De samenhang tussen Didactiek 2 en Praktijk 2 komt onder andere tot stand doordat de dio en de werkplekbegeleider op school suggesties krijgen voor (observatie)opdrachten die kunnen bijdragen aan de ontwikkeling van de competenties die bij deze kernpraktijken horen. Alle inhoudscomponenten uit deze cursus worden tijdens de bijeenkomsten en in verwerking verbonden met de werkplekpraktijk van de student

In de laatste weken van de cursus is nadrukkelijker ruimte voor de eigen leervragen en behoefte van de student. Er worden keuzeworkshops aangeboden rondom uiteenlopende (vak)didactische thema's. Ook zijn er bijeenkomsten waarin dio's die veel moeite hebben met (o.a.) klassenmanagement extra coaching kunnen krijgen of extra aandacht verdienen op het gebied van bijvoorbeeld lesontwerp.

Onderwijsvorm

Alle onderwijs vindt plaats op de instituutsdag (maandag). Studenten zijn de hele dag aanwezig. In de ochtend is er een hoor/werkcollege AD, waarbij dio's van verschillende vakken samen zitten. De colleges AD worden steeds verzorgd door een tweetal docenten. In de middag is er een werkcollege VD onder begeleiding van de vakdidacticus. Deze colleges worden samen met dio's van hetzelfde vak in verschillende samenstellingen (homogeen en heterogeen) gevolgd.

Tenslotte zijn er, verspreid over de periode, drie PG bijeenkomsten, waarbij dio's van verschillende vakken in kleine groepen en onder begeleiding de eigen onderwijspraktijk onder de loep nemen en eventuele concerns daarbij bespreken.

Bij alle onderdelen (AD, VD en PG) wordt een actieve houding van de student gevraagd, zowel tijdens de bijeenkomsten daarbuiten. Regelmatig worden er verwerkingsopdrachten gegeven, waar individueel of in groepsverband aan wordt gewerkt. Deze opdrachten worden formatief geëvalueerd, onder andere door middel van (peer)feedback.

Toetsvorm

Didactiek 2 wordt afgesloten met een geschreven midi-proef waarin destudenten demonstreren dat zij een korte lessenreeks kunnen ontwerpen en (deels) uitvoeren en kunnen reflecteren op de manier waarop voorbereiding, uitvoer en afronding hebben plaatsgevonden. De proef bestaat uit een docentenhandleiding bij de lessenreeks, gebaseerd op bestaand lesmateriaal, (incl. een globale planning, twee uitgewerkte lesontwerpen, verantwoording op basis van praktijk en theorie, en eigen leerdoelen bij deze les), een videocompilatie (15 min.) van de gegeven lessen en een terugblik op ontwerp en uitvoering. Bij het ontwerpen en uitvoeren van de les staan de kernpraktijken behandeld in de colleges algemene didactiek en vakdidactiek centraal (met een focus op de leerling en het leerproces). De terugblik op ontwerp en uitvoering vindt plaats aan de hand van de

reflectiekring van Korthagen, de perspectieven van een docent als professional, ontwerper, uitvoerder, pedagoog en teamlid en de daarbij behorende relevante theorie. De proef wordt beoordeeld aan de hand van een beoordelingsformulier gerelateerd aan de rubrics die voor elk van de docentperspectieven zijn geformuleerd voor fase 2.

Literatuur

Bij deze cursus worden de volgende algemeen didactische handboeken gebruikt:

- Ebbens, S. & Ettekoen, S. (2016). Effectief leren – basisboek. Groningen: Noordhoff Uitgevers B.V.
- Korthagen, F. & Lagerwerf, B. (2014). Een leraar van klasse. Den Haag: Boom Lemma Uitgevers
- Teitler, P. (2013). Lessen in orde. Bussum: Coutinho.
- Kohnstamm, R. (2009). Kleine ontwikkelingspsychologie: III de puberjaren. Houten: Bohn Stafleu van Loghum.

Oudere edities van bovenstaande boeken zijn over het algemeen goed bruikbaar.

Behalve van bovenstaande literatuur wordt er veelvuldig gebruik gemaakt van relevante en actuele wetenschappelijke literatuur. Deze artikelen worden tijdens de cursus ter beschikking gesteld. De literatuur die bij VD gebruikt wordt is afhankelijk van het schoolvak waarvoor wordt opgeleid.

Overige informatie

Beheersing van de inhoud van het desbetreffende schoolvak wordt als voorkennis verondersteld.

Voorwaardelijk voor afronding van Didactiek 2: een voldoende beoordeling van Didactiek 1.

Dynamiek van internationaal besturen

Vakcode	S_DIB ()
Periode	Periode 2
Credits	6.0
Voertaal	Nederlands
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	H.L. Paanakker MSc
Examinator	S. Cankaya
Docent(en)	H.L. Paanakker MSc, S. Cankaya
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

Door middel van wekelijkse discussies en opdrachten worden een aantal thema's verkend binnen de dynamiek van internationaal besturen. Het doel is om de huidige ordening en dynamiek internationaal besturen te begrijpen, te analyseren en te verklaren. Studenten verkrijgen inzicht in de belangrijkste actoren, instituties en discoursen binnen vormen van internationaal bestuur, en worden uitgedaagd om de achterliggende regels, processen, en machtsverhoudingen kritisch tegen het licht te houden.

Inhoud vak

In deze cursus gaan we in op de theorie en dynamiek van internationaal besturen. Veel beleidskwesties laten zich niet begrenzen door de natiestaat, zoals economische handel, criminaliteit, interstatelijke conflicten, of klimaatverandering. Om deze kwesties en problemen het hoofd te bieden, hebben staten gedeeltelijk hun macht gedelegeerd naar supranationale instituten. Als gevolg is het aantal supranationale instituties, wetten, regels, en normen enorm toegenomen: wat resteert is een divers en complex institutioneel landschap. Wat zijn de gevolgen hiervan voor de verdeling van macht en invloed? Oftewel, wie trekt er aan de touwtjes? En welke gevolgen heeft de internationale dynamiek van besturen voor essentiële waarden, zoals democratische legitimiteit en verantwoording? Zijn vormen van internationaal bestuur daadwerkelijk 'globaal' en 'eerlijk'? Of versterken ze vooral de bestaande ongelijkheden tussen geprivilegieerde en gemarginaliseerde landen, groepen en organisaties? In deze cursus staan dergelijk vraagstukken nadrukkelijk ter discussie. We besteden daarbij eveneens aandacht aan de normatieve componenten van internationaal besturen.

Onderwijsvorm

Er is een verplichte aanwezigheid voor de hoorcolleges. Studenten worden verwacht de vereiste literatuur te hebben gelezen. De teksten worden bediscussieerd tijdens de hoorcolleges.

Toetsvorm

Studenten werken in groepjes aan een (1) casestudy en schrijven een (2) individueel essay. Voor de casestudy selecteren de groepjes een relevante beleidskwestie binnen het vakgebied van internationaal besturen. Het idee is dat de casestudy een empirische verslaglegging vormt die tegelijkertijd wordt geanalyseerd aan de hand van de verplichte literatuur. Voor het essay zijn studenten vrij om een eigen onderwerp te kiezen. Het format waar studenten aan moeten denken is een lange achtergrondanalyse in de zaterdageditie van een krant.

Literatuur

Artikelen over de dynamiek van internationaal besturen (worden later aangekondigd via Canvas).

Doelgroep

Masterstudenten Bestuurskunde

Economics of the Welfare State

Vakcode	E_EC_EWS ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	School of Business and Economics
Coördinator	prof. dr. P.W.C. Koning
Examinator	prof. dr. P.W.C. Koning
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

By the end of this course, students will be able to assess the concepts of the welfare state from an economic perspective:

- Students are able to identify the key equity and efficiency arguments for the provision of various welfare state programs.
- Students understand the concepts of insurance theory and their implications for the provision of social insurance.
- Students can critically evaluate empirical applications about individual behavior in the context of the welfare state.
- Students are able to apply their knowledge on real life welfare state programs, of which they can evaluate, judge and communicate their pros and cons.

Inhoud vak

Governments implement welfare state programs to protect their citizens to social risks such as falling sick, becoming unemployed, ageing or the occurrence of health costs. These programs, that range from public benefits to the regulation of private insurance markets, may have a strong impact on the income, well-being and the behavior of individuals. Welfare state programs are typically justified by equity and public responsibility, but at the same time the growth of public expenditures force governments to make more efficient use of existing resources. This gives rise to a tension between equity and efficiency considerations.

This course provides an economic perspective on the design of equitable and efficient welfare state programs. The course starts with exploring the fundamental arguments for state intervention and the provision of social insurance, using concepts from insurance theory. Next, attention will be devoted to different welfare state interventions, including cash benefits (such as unemployment insurance, sick pay, disability insurance and pensions) and benefits in kind programs (e.g. health care). Throughout the course, these programs will be assessed along the line of equity and efficiency measures, using insights from the empirical literature on the effect of welfare state interventions on individual behavior and social outcomes.

Onderwijsvorm

Lectures, student presentations, as well as a paper assignment

Toetsvorm

Written interim examination and grade for presentations/papers

Literatuur

Barr, The Economics of the Welfare State, Oxford University Press, Edition 4 (or higher)

In addition, articles are mandatory as well. These are included in the Course Manual.

From Constantine to Muhammad: Religion and Society in Late Antiquity

Vakcode	L_GOMAALG004 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen

Coördinator	prof. dr. R.B. ter Haar Romeny
Examinator	prof. dr. R.B. ter Haar Romeny
Docent(en)	dr. N.M. Vos, prof. dr. H. Amirav, prof. dr. R.B. ter Haar Romeny
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

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

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

Inhoud vak

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

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

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

Onderwijsvorm

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

Toetsvorm

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

All sources are presented in translation, but students who master one of the classical languages may write a research paper of 4000 words

(excluding bibliography) instead of the exam.

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

Literatuur

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

Doelgroep

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

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

Vakcode	L_GAMAGES022 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen
Coördinator	prof. dr. I.B. Leemans
Examinator	prof. dr. I.B. Leemans
Docent(en)	prof. dr. P.J.E.M. van Dam, prof. dr. S. Legene, prof. dr. I.B. Leemans
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

Introduction into historical research on MA level. Overview of all the components of historical research (thesis, historiography, source selection and analysis, concepts, methodology, publication, valorization), and how they connect. Introduction to the educational programme and research context at VU History department.

Acquire knowledge of the historical research process, and of the academic and social field historians operate in. Get acquainted with the sources, methodology and research possibilities of the specializations of the Master's programme.

Inhoud vak

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

Students will set up their own research project and write a paper in which they analyze sources within the perspective of imperial history. During this research process we will also incorporate and discuss what is often called "valorization" of research. What is the value of

humanities research? What is the role the public plays in the historian's process? How are historical studies streamlined by their interaction with various publics? Students will explore the public role of the historian by taking part in public events, such as lectures, masterclasses or conferences, and by training their skills in scientific journalism.

Onderwijsvorm

Seminars, participation in public events.

Toetsvorm

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

Literatuur

Required reading will be made available through Canvas.

Vereiste voorkennis

BA in history or other relevant disciplines.

Doelgroep

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

Overige informatie

This course has both a scholarly purpose and a social function as well. It provides an introduction to historical research on master's level and to the specializations of the MA programme and the research context at VU.

The course aims to unite students of History with various interests and specializations at the beginning of the (Research) Master's programme and aims at developing a 'community of learners' by discussing all aspects of the historian's practice.

Hermeneutics

Vakcode	G_MAHERMN ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Godgeleerdheid
Coördinator	dr. A.W. Zwiep
Examinator	dr. A.W. Zwiep
Docent(en)	dr. A.W. Zwiep, prof. dr. M. Moyaert
Lesmethode(n)	Hoorcollege, Werkcollege
Niveau	400

Doel vak

You have developed knowledge, understanding and competences in the field of hermeneutics, with special reference to the interpretation and use of sacred writings.

(1) You can demonstrate (in writing and/or in oral communication) your knowledge and understanding of the various definitions of hermeneutics in current scholarship as a basis for developing an adequate hermeneutic

theory and praxis (= Dublin descriptor 1: knowledge and understanding).
(2) You are competent to apply various hermeneutic theories to a case study pertinent to your master specialization (= Dublin descriptor 2: applying knowledge and understanding).
(3) You can integrate hermeneutic theory, where possible and relevant, into a larger (multi-disciplinary) frame of reference, especially with a view to the professional community and praxis (i.e. society, academy and church) and report about this (= Dublin descriptor 3: making judgements).
(4) You can communicate the conclusions of your research in a position paper written for a specialist (peer) audience (= Dublin descriptor 4: communication).
(5) You can show that you are aware of the complexities of "understanding" (or not-understanding) [hermeneutic gap, text, author, reader, interpretive community, context, effective history (Wirkungsgeschichte), your own readerly perspective or stance etc.] and can deal with them professionally in a largely self-directed (autonomous) learning process (hermeneutical habitus) (= Dublin descriptor 5: learning skills).

Inhoud vak

Part I: THE DISCOVERY OF ME AS A READER (Zwiep)

Defining the Issues and Exploring the Field || The Discovery of Historical Consciousness: Dilthey and Gadamer || The Discovery of the Reader: Reception Aesthetics and Reader-Response Criticism: Iser, Jauss, Fish, Eco || The Discovery of the Text as World: Structuralism (Rise and Fall) and Narrative Hermeneutics: Ricoeur || The Discovery of the World as Text: Post-structuralism and Deconstruction: Barthes, Foucault, Derrida || Deconstruction and Holy Writ: Caputo. Working Session / Case Study on Wirkungsgeschichte: "Why Textual Interpretation is NOT innocent."

Part II: THE DISCOVERY OF THE OTHER AS A READER (Moyaert)

The Discovery of Gender: Feminist Hermeneutics || The Discovery of Culture: Intercultural hermeneutics || The Discover of Power: Postcolonial hermeneutics.

Onderwijsvorm

Lectures, working groups, reading assignments, peer review, research paper.

Toetsvorm

Three reflection papers (3 x 10%)

Research paper, depending on specialization (70%, including research proposal)

Literatuur

Arie W. Zwiep, Tussen tekst en lezer 2: Van moderniteit naar postmoderniteit (Amsterdam: VU University Press, 2013, 2e druk 2014) (for Dutch students, if not studied before), or Anthony C. Thiselton, Hermeneutics: An Introduction (Grand Rapids: Eerdmans, 2009), or Stanley E. Porter and Jason C. Robinson, Hermeneutics: An Introduction to Interpretive Theory (Grand Rapids: Eerdmans, 2011).

Various scholarly articles (accessible via ATLA Religion Database and/or Canvas).

Highly recommended for reference purposes: Lexikon der Bibelhermeneutik: Begriffe-Methoden-Theorien-Konzepte. Edited by Oda Wischmeyer. De Gruyter Texte. Berlin: de Gruyter, 2009 (Hardcover), 2013 (Paperback).

Also helpful: B.H. McLean, Biblical Interpretation and Philosophical

Hermeneutics (Cambridge: Cambridge University Press, 2012).

Aanbevolen voorkennis

A basic training in biblical and philosophical hermeneutics at a BA-level (G_BAHERM or an equivalent course approved by the exam committee). If this is your very first acquaintance with (general) hermeneutics, you will much profit from Jens Zimmermann, *Hermeneutics: A Very Short Introduction* (Oxford: Oxford University Press, 2015), and/or (esp. for biblical hermeneutics) from Bernard C. Lategan, "Hermeneutics," in vol. 3 of *The Anchor Bible Dictionary*, ed. David Noel Freedman (New York: Doubleday, 1992), 149-154. Further recommended literature in case of deficiency, Arie W. Zwiep, *Tussen tekst en lezer*, vol. 1: *Vroege kerk-Schleiermacher* (Amsterdam: VU University Press, 2009, 4e druk 2017), Alexander S. Jensen, *Theological Hermeneutics, SCM Core Texts* (London: SCM, 2007), Werner G. Jeanrond, *Theological Hermeneutics* (London: SCM, 1994), or equivalent literature in consultation with the teaching staff. Training in the ancient languages (Hebrew, Greek, Latin, Arabic etc.) is not required; a good command of English is.

Doelgroep

This is a mandatory course for all MA students: MA Theology (1 year), Divinity (3 year) and Research Master (2 year). It is also open to students of EM (= Educatieve Master).

Overige informatie

As of 2017-2018, "Scriptural Reasoning" is no longer part of this course but a mandatory part of the course work in period 3.

History and Theory

Vakcode	L_GCMAGES014 ()
Periode	Periode 2+3
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen
Coördinator	dr. C.M. van den Akker
Examinator	dr. C.M. van den Akker
Docent(en)	dr. C.M. van den Akker
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

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

Inhoud vak

This course aims to provide an overview of current issues in historical theory. We will discuss themes such as the nature of historical representation, the presence of the past, historical experience, the politics of history, historical injustice, and the actuality of historicism. Students will write an essay on one of these issues and present their

views in class. Students in the Research Master programme should realize that slightly more is expected from them in terms of the level of their argumentation.

Onderwijsvorm

Lectures and seminars.

Toetsvorm

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

Literatuur

To be announced.

Doelgroep

Students MA and ResMa History; MA Philosophy.

Inequality and Conflict in Societal Participation

Vakcode	S_ICSP ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Sociale Wetenschappen
Lesmethode(n)	Werkgroep, Practicum
Niveau	500

Doel vak

The course introduces students to theories of inequality and political participation, teaches students how to test claims from these theories and assess the evidence provided by their own analyses and previous studies.

At the end of this course students should:

- Have a knowledge of theories on how inequality relates to political participation
- Have a knowledge of theories on value shifts and how these relate to political participation
- Have a knowledge of different forms of political participation and their determinants
- Have an understanding of the implications of the relationship between inequality and political participation
- Be able to apply theories on political participation to current societal developments
- Be able to critically assess sampling and measurement choices made in research and the effects of these choices on research findings
- Be able to conduct a theoretically informed quantitative analysis in SPSS and report the outcomes

Inhoud vak

At a time of growing attention for social inequality, social-democratic parties should do well at elections. However in many recent elections across Europe they have lost to parties that traditionally support the rich and parties whose main agenda is anti-immigration. This trend occurs at a time that turn-out at elections and membership of political parties is in decline in many Western democracies. A substantial share of the electorate does not feel represented by politicians who they

consider to be an elite that has lost touch with what 'common people' think and experience. This anti-elitist discourse has been successfully adopted by both radical left and radical right parties across Europe. These developments suggest cultural values and education have replaced socio-economic class as major determinant of political participation.

This course examines the role of class, education and values in various forms of political participation. Point of departure is Inglehart's (1971, 1976) famous theory of "The Silent Revolution", which sought to explain the rising importance of a 'post-materialist' value system, new social movements and political parties that amended the traditional class conflict dimension about economic or 'materialist' issues with a new dimension about 'post-materialist' issues that gave rise to the new civil-rights and environmental movements. In his 1997 book "Modernization and Post-modernization" Inglehart seeks to broaden his theory to a more general culturalist model of diverging value systems and political involvements, and test his theses using large-scale social attitude data from the 1990 World Values Survey.

In the course we will critically examine and reconstruct Inglehart's arguments, as well as the empirical evidence he provides. We will also examine several more recent studies on political participation that complement or challenge Inglehart's conclusions. Furthermore, we will empirically test some of the arguments ourselves using the 2014 World Values Survey. This cross-national data set will be analyzed in SPSS labs. Students test Inglehart's theory and alternative theories of political participation discussed in the course. The labs and related assignments are designed to help students develop their quantitative analysis skills.

Onderwijsvorm

Seminars and computer labs

Toetsvorm

The course contains three assessed elements:

- 1) 10% - participation in class
- 2) 30% - 2 written SPSS assignments (15% each)
- 3) 60% - written exam

The course is completed successfully if the mark on each of the three elements is 5.5 or higher

Literatuur

Inglehart, Ronald (1997). Modernization and Post-Modernization. Cultural, Economic and Political Change in 43 Societies. Princeton University Press (selected chapters).

Additional readings will be announced in the course manual (see CANVAS).

Aanbevolen voorkennis

During the SPSS labs students will analyse data from the World Values Survey 2014.

The expected level of statistics is equivalent to that taught in most introductory classes. Students should have a working knowledge of significance testing and p-values, OLS regression, correlation and dummy variables.

As not all students will come to the course with the same level of SPSS skills the first SPSS lab will be a 'refresher' session. Before the start of the course students will be given a test to assess their statistical and SPSS skills. Depending on the outcome of this test, students will be obliged to attend an SPSS refresher lab during the

first week. Students who show sufficient skill can skip this session, but are of course allowed to attend if they wish to do so.

Students who have little prior knowledge of statistics and/or SPSS are strongly recommended to read up in preparation for the course.

Suggested resources for learning statistics (up to multivariate ordinary least squares (OLS) regression)

Agresti, A., & Franklin, C. (2007). The art and science of learning from data. Upper Saddle River, NJ: Prentice Hall.

Urduan, Timothy C. Statistics in plain English. Routledge, 2010.

Suggested resources for learning SPSS syntax

Landau, S., & Everitt, B. (2004) A handbook of statistical analyses using SPSS . Boca Raton, FL: Chapman & Hall/CRC.

Pallant, J. (2013) SPSS Survival Manual. A step to step guide to data analysis using SPSS. Open University Press, 4th edition.

UCLA website <http://www.ats.ucla.edu/stat/spss/>

Doelgroep

Students in the Master Sociology

Also open as an elective course for students in the Master Educatie in de Mens- en Maatschappijwetenschappen, the Educatieve Masteropleiding Leraar Voorbereidend Hoger Onderwijs in de Zaakvakken and Exchange students.

Key Works in Contemporary Historical Thought

Vakcode	L_GAMAGES023 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen
Coördinator	dr. C.M. van den Akker
Examinator	dr. C.M. van den Akker
Docent(en)	dr. C.M. van den Akker
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

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

Inhoud vak

This course provides an overview of the many forms of historical thought in the West. We examine theories, methods, practices, and concepts that historians and social scientists use to explain and write about the past. We focus on contemporary historical thought whilst acknowledging its origin in earlier thought. In class we will read excerpts from key works by authors such as Emmanuel Le Roy Ladurie, Carlo Ginzburg, Michel de

Certeau, Joan Scott, and Dipesh Chakrabarty. Students will write a review article on a key historical work in the field of their master-specialization and present their views in class. Students in the Research Master programme should realize that slightly more is expected

from them in terms of the level of their argumentation.

Onderwijsvorm

Lectures and seminars.

Toetsvorm

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

Literatuur

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

Doelgroep

Students MA and ResMA History.

Labour Economics

Vakcode	E_EC_LABELC (60422030)
Periode	Periode 4
Credits	6.0
Voertaal	Engels
Faculteit	School of Business and Economics
Coördinator	dr. S. Dobbelaere
Examinator	dr. S. Dobbelaere
Docent(en)	dr. S. Dobbelaere
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

This course is an introduction to labor economics with an emphasis on applied microeconomic theory and empirical analysis. The aim of the course is to acquaint students with traditional and contemporary topics in labor economics. The following course objectives are defined:

- Demonstrating a theoretical understanding of how labor markets operate (disciplinary knowledge).
- Understanding the recent developments of wage determination in imperfectly competitive labor markets (disciplinary knowledge & analytical and quantitative skills).
- Understanding how institutional forces and technological change shape labor market performance (disciplinary knowledge & analytical and quantitative skills).
- Being able to discuss critically existing empirical evidence (critical readership).
- Learning how to distinguish alternative theories empirically and how key parameters are obtained from data (disciplinary knowledge & analytical and quantitative skills).
- Performing own empirical analysis by means of a replication exercise (analytical and quantitative skills).
- Understanding the crucial role of better data and a better match between theory and empirics in finding pertinent answers to societal and economic problems in contemporary labor markets (societal and contextual relevance).

Inhoud vak

The course covers a systematic development of theories of wage determination over the past decades. We focus on the two traditions of modelling wage determination in imperfectly competitive labor markets: ex post wage bargaining and ex ante wage posting. We study employment in a dynamic context, emphasizing the role of search frictions. We focus on the evolution of wage inequality and changes in the employment structure, taking into account the role of technological change, international competition and labor market institutions. These topics are politically and economically important and underscore a lot of modern labor economics.

Onderwijsvorm

Lectures and tutorials (in-class presentations of assignments).

Toetsvorm

Interim assessment: Case/paper individual, Case/paper group and Presentation. End of period: Open exam. Conditional on the exam grade exceeding 5.0, assignments count for 40% of the final grade and the exam for 60%. If the exam grade is lower than 5.0, the final grade is equal to the exam grade.

Literatuur

Selected main readings (papers) and chapters of the textbook "Cahuc P., Carcillo S. and A. Zylberberg. 2014. Labor Economics (2nd edition). MIT press".

Macroeconomic Policy in the EU

Vakcode	E_EC_MPEU ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	School of Business and Economics
Coördinator	dr. B.A. Brugemann
Examinator	dr. B.A. Brugemann
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

1. Students know key institutional aspects of monetary, fiscal, and financial policy in the EU.
2. Students know the main theories and empirical evidence concerning monetary, fiscal, and financial policy.
3. Students are able to integrate theoretical and empirical insights as well as institutional knowledge when assessing macroeconomic policies.
4. Students are able to independently identify any gaps in the knowledge they need to comprehensively assess a macroeconomic policy issue.
5. Students are able to implement a plan for comprehensively assessing a macroeconomic policy issue, working independently and in a team, and present their findings to policy makers.

Inhoud vak

The Eurozone Crisis is not over. Recovery is slow and average unemployment in

the Euro area is still above 10%. Despite ongoing reforms, the financial sector remains fragile. Moreover, many countries face high deficits and large debt-to-GDP ratios. The crisis has exposed weaknesses in the construction of the Economic and Monetary Union of the European Union (EMU). It has also led to unprecedented policy responses. In addition, the EU is facing the consequences of Brexit referendum.

In this course you will study Macroeconomic Policy in the EU. You will work on identifying the key macroeconomic policy issues facing the EU and the Eurozone, and on determining which issue is currently the most important. You will identify the best available academic research on this most important issue, including empirical and theoretical research in economics, and potentially relevant research in fields outside of but related to economics. Taking into account this research as well as other relevant considerations, you will formulate concrete policy recommendations for addressing this issue.

As is clear from the preceding paragraph, the content of this course is largely endogenous. It depends on what you, as a group, decide is the macroeconomic policy issue that is currently most important for the EU and the Eurozone. It also depends on what you, as a group, identify as the best available academic research on this issue. The teachers of the course will provide you with guidance in making these decisions. As experts in macroeconomics, they will also be a resource that helps you with understanding challenging research papers in economics.

Onderwijsvorm

As discussed in the content section, the content of this course is not pre-determined by the teachers. Rather, it is determined by what you decide as a group. In the beginning of the course, the teachers will primarily moderate and guide the process of identifying the most important policy issue currently facing the EU and the Eurozone, and in finding the best available academic research on this issue. Thus there will be no traditional lecturing at the beginning of the course. In your class meetings, you will decide that certain tasks need to be carried out before the next class meeting. For example, it may be necessary to prepare short presentations of the arguments supporting the case that particular policy issues are the most important. You will decide on these tasks together with the teachers. These tasks then become homework assignments that may be graded. They can be individual or group assignments.

After the class meetings of the first two weeks, you will have identified a first set of high-quality research papers that are relevant for the most important policy issue you have identified. You will then do a first reading of these papers. Given your current level of training in economics, there are likely to be important aspects of the analysis that you would like to understand better before using the paper as a basis for policy advice. You will identify these aspects of the analysis, formulating specific questions describing what you would like to understand better. At this stage, you can request that the teachers give lectures on this research that address your questions.

In the process of identifying high-quality academic research, the teachers will guide you to also include relevant empirical research papers. They will then design one (or potentially two, depending on the level of complexity of the papers) empirical assignments that ask you to replicate parts of the empirical analysis. This is intended to promote

your understanding of the empirical research and give you an opportunity to apply elements of what you have learned in the course on advanced methods.

Throughout, we will adopt the perspective of a think tank that is focused on macroeconomic policy in Europe. In the first week (and possibly the beginning of the second week), we adopt the perspective of the board of directors of this think tank. Here the objective will be to set priorities for the work of the think tank, identifying the most important policy issue that the think tank should focus its resources on. We will then switch gears, adopting the perspective of policy consultants working for this think tank. As policy consultants, we need to identify high-quality academic research and obtain a sufficient level of understanding of this research to confidently provide policy recommendations. Your final task (in the last two weeks) will be to write a policy brief that is providing a concrete policy recommendation, supported by the academic research we have considered, and taking into account other considerations you find important. The policy brief will be a group assignment, and accounts for a substantial part of the final grade.

Toetsvorm

Open Exam, Case/paper Group (Policy Brief)

Literatuur

There is no textbook. The readings consist primarily of academic research articles and policy papers.

Vereiste voorkennis

Bachelor economics or another bachelor plus premaster.

Aanbevolen voorkennis

Good knowledge of macro- and microeconomics as well as methods of empirical analysis.

Marketing Strategy

Vakcode	E_MKT_MSTRAT (60412060)
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	School of Business and Economics
Coördinator	dr. P. Ozturan
Examinator	dr. P. Ozturan
Docent(en)	dr. P. Ozturan
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	400

Doel vak

Marketing strategy focuses on how firms can identify opportunities for creating customer value and deliver this value effectively. Understanding the drivers of superior customer need fulfillment and establishing sustainable competitive advantage in the marketplace are key issues in this process. The objective of this course is to give you insights into key topics within the field of marketing strategy, how effective strategic marketing decisions can be made and which effects

they have for customers, firms, and other stakeholders.

By following this course, you will:

- Demonstrate a critical understanding of the concepts and theories used, as well as key topics covered, in the top academic journals on marketing strategy.
- Effectively apply marketing strategy theory both to understand real-life marketing strategy problems and to design solutions to those problems.
- Communicate and collaborate effectively with an international cohort of classmates to design and produce case solutions or other presentations, provided in English, to both academic and professional audiences.

Inhoud vak

We will go beyond marketing tactics for a single product or service offering. Our focus will be on the strategic-level management of a firm's marketing resources and capabilities in order to build a sustainable competitive advantage. We will explore how to create value equity, brand equity and relationship equity to generate the greatest financial return for the firm. As such, topics such as market orientation, innovation, branding, customer loyalty, and customer lifetime value will be discussed extensively. We will do so based on state-of-the-art knowledge on these areas as well as a large business cases problem, and examples from business practice.

Onderwijsvorm

Lectures, workgroups

Toetsvorm

Written examination: 70%;
Assignment: 30%;
each to be completed with a minimum score of 5.0

Literatuur

Academic articles

Media 1: Religion in a Media Age

Vakcode	G_MED1 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Godgeleerdheid
Coördinator	dr. M. Klaver
Examinator	dr. M. Klaver
Docent(en)	dr. J.H. Roeland, prof. dr. W.T. van Peursen, dr. M. Klaver
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

The student:

- develops an understanding of the mediated nature of late-modern (religious) life;
- describes historical and recent changes in media and media culture and

the consequences of such changes on religion;

- describes and critically evaluates the current state of the art in social-scientific research on the relationship between religion and media, including the main theoretical approaches and debates;
- defines and distinguishes the main concepts being used in these theoretical debates;
- can apply theory on manifestations of religion in media and media in religion;
- critically evaluates theory on the basis of research and personal knowledge and experience, in order to develop well-defined problem definitions;
- initiates research independently, resulting in a research proposal including a problem definition, research question, theoretical and conceptual framework, and methodology;
- communicates clearly and precisely in order to reach both academics and a broad interested public.

Inhoud vak

In our contemporary media age, religion and media (understood in the broadest sense as material forms of communication and mediation practices) can no longer be perceived to be two distinctive domains. In a globalised world, religion holds sway over the public debate in which both old and new media have a strong impact on everyday constructions of religion. Moreover, religious institutions, organizations, groups and individuals use (new) media to communicate their messages, to bind believers in (online and offline) communities, to create (virtual) environments where believers develop and express religious identities, and to relate to political, social and cultural life.

This course starts with a critical examination of concepts such as 'media age' (Castells), 'digital age' (Castells), 'information society' (Webster) and 'network society' (Van Dijk) – concepts frequently used to characterise late-modern society as being defined by media technologies and cultures. Such a claim is critically discussed by adding a historical perspective in order to compare contemporary with earlier media technologies and cultures and their impact on everyday life.

Next, the consequences of media technologies and cultures on religion will be discussed, both by turning to 'old' technologies (printing press, radio, television) and new technologies (Internet, social media). Six aspects of religion are discussed in particular: text, authority, community, ritual, identity, and representation. The recurrent question in this course is: what happens to the everyday practice of religion when confronted and/or constituted by new media technologies and cultures?

Three theoretical approaches are distinguished to discuss this question: technological determinism (associated with McLuhan), the mediatization of meaning approach (Steward Hoover, Birgit Meyer), and the social shaping of technology approach (Heidi Campbell). Theory is discussed on the basis of personal knowledge and experience, knowledge attained in bachelor education, and empirical (primarily sociological and anthropological) case studies on mediated religious practices.

Onderwijsvorm

A combination of small-scale interactive lectures and seminar-style meetings. The lectures will provide a solid theoretical basis; in seminar-style meetings students will interpret complex social, cultural and religious phenomena on the basis of theoretical knowledge, and

discuss theoretical insights on the basis of empirical case-studies.

Students are expected to participate actively, by selecting and presenting empirical studies (scientific articles, books, or papers), evaluating their scientific quality, and relating them to the theoretical debates under study. In discussing these studies, students differentiate between the several distinctive elements of the scientific construction of theoretical knowledge (in particular problem definition, research question and methodology).

Toetsvorm

Weekly assignments based on literature (40%) and students write a final paper (60% of 2000 words) on one of the six topics discussed in this course (religious text, religious authority, religious community, ritual, religious identity, and representation of religion). Students who participate in the Media Master write this paper as a research proposal. It includes a problem definition, research question, theoretical and conceptual framework, and a rudimentary methodology, all written in an accessible language. Other students write a research paper of 2000 words.

Literatuur

Heidi Campbell (ed.), 2012. *Digital Religion: Understanding Religious Practice in New Media Worlds*. London, New York: Routledge.
Selected articles and book chapters.

Aanbevolen voorkennis

Students are expected to have some basic knowledge of research methodologies in religious studies, sociology of religion and media studies. Students with deficiencies are strongly recommended to cursory read one or more (depending on one's deficiencies) of the following introductions:

RELIGIOUS STUDIES: GENERAL METHODOLOGICAL INTRODUCTIONS

Berzano, L., and O. Riis, eds. 2012. *Annual Review of the Sociology of Religion: Volume 3: New Methods in the Sociology of Religion*. Leiden, Boston: Brill. A collection of essays on methodology in religious studies.

Droogers, A., and A. van Harskamp, eds. 2013. *Methods for the Study of Religious Change: From Religious Studies to Worldview Studies*. Sheffield: Equinox. A collection of essays on methodology in the social-scientific study of religion.

Stausberg, M., and St. Engler, eds. 2011. *The Routledge Handbook of Research Methods in the Study of Religion*. London, New York: Routledge.

MEDIA STUDIES: GENERAL METHODOLOGICAL INTRODUCTIONS

Bainbridge, J. 2008. "Media Texts". In *Media & Journalism: New Approaches to Theory & Practice*, edited by J. Bainbridge, N. Goc, and L. Tynan, 155–173. South Melbourne, VIC: Oxford University Press. A very short and very simple and basic introduction to text analysis.

Devereux, E. 2007. *Understanding the Media*. 2de ed. Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE. A good introduction to the theory and methods of media studies, examining a couple of themes typically associated with media studies, namely media globalization, media production and media professionals, media ideology, and media representations of social class, ethnicity and gender. These may not be the central themes of this course, but next to the thematic contents, this book offers good sections on text and content analysis, as well as qualitative audience research.

Emmison, M., Ph. Smith, and M. Mayall, eds. 2012. *Researching the Visual*. 2de ed. Los Angeles, London, New Delhi, Singapore, Washington

DC: SAGE. A good introduction to the analysis of 2D and 3D visual material, including online visual data.

Priest, S.H. 2010. *Doing Media Research: An Introduction*. Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE. Offers an introduction in both qualitative and quantitative methods in media research. Includes chapters on the philosophical and disciplinary foundations of media research.

INTRODUCTIONS IN QUALITATIVE RESEARCH

Boeije, H. R. 2010. *Analysis in Qualitative Research*. Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE. Discusses all the relevant steps of qualitative research in a very accessible way: developing a research design, ethical issues, data collection, analysis and writing.

Hennink, M., I. Hutter, and A. Bailey. 2011. *Qualitative Research Methods*. Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE. Perhaps the best text on qualitative research methods. Discusses the most relevant methods and the relevant steps of qualitative research, following an elegant research cycle that involves three subcycles: the design cycle, the ethnographic cycle, and the analytical cycle.

Liamputtong, P. 2009. *Qualitative Research Methods*. 3th ed. South Melbourne, Vic.; New York: Oxford University Press. A comprehensive introduction to qualitative research methods. Provides an overview of the most important methods, including ethnography, in-depth interviewing and focus groups. Describes the research process from start to end.

There is one chapter on qualitative research online.

Media 2: Religion and Popular Culture

Vakcode	G_MED2 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Godgeleerdheid
Coördinator	dr. J.H. Roeland
Examinator	dr. J.H. Roeland
Docent(en)	dr. J.H. Roeland
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

The student:

- develops an understanding of the popularization of contemporary religion and the religious nature of contemporary popular culture;
- describes and critically evaluates the current state of the art in social-scientific research on the relationship between religion and popular culture, including the main theoretical approaches and debates;
- defines and distinguishes the main concepts being used in these theoretical debates;
- can apply theory on manifestations of religion in popular culture and popular culture in religion;
- differentiates between empirical (sociological, anthropological) and concerned (ethical, theological) approaches of religion and popular culture, and is able to formulate concerned problem definitions;
- can connect one's personal (ir)religious perspectives, principles and sources to popular cultural texts and practices, and develop and discuss

arguments for an ethical or theological concerned position in a multireligious context;

- initiates research independently, resulting in an empirically-based, concerned research proposal including a problem definition, research question, theoretical and conceptual framework, and methodology;
- communicates clearly and precisely in order to reach both academics and a broad interested public.

Inhoud vak

Popular culture is frequently perceived to be artificial, superficial and secular. However, research suggests that popular culture may function as a repertoire from which people draw in their search for (religious) meaning and a cultural site where religious practices are played out and deep religious feelings can be experienced. Movies, games, dance events, pop music, music festivals, media events, virtual worlds and other forms of popular culture seem to be not only entertaining, but may also be important in people's search for (religious) meaning.

At the same time, traditional and post-traditional religions increasingly embrace popular culture, a process often described as the popularization of religion. Relipop, for instance, is a popular phenomenon, both among evangelical and Muslim youngsters. Another example is evangelical worship, a blending of 'secular' poprock music and Christian worship texts. Religious people use popular media and new media technologies (including social network sites as Facebook and Twitter) to establish new religious communities. There is a growth in religious meetings that follow the format of a festival or event.

Finally, a commercial 'relimarket' has been developed in recent years, offering an enormously amount of religious consumer products: books, clothes, music, movies, lifestyle gadgets, etc. The distinction between religion and popular culture thus becomes increasingly problematic. This process evokes a number of questions, which will be addressed in this course, namely: which religious dimensions can be distinguished in popular culture? And conversely: to what extent do religious practices, identities, communication styles and communities transform under the influence of popular culture? These mainly sociological questions tap into a wider theoretical debate on religious changes in late-modern society. In this debate, which will be discussed extensively during this course, three approaches can be distinguished: the secularization approach, the (re-)socialization approach, and the commodification approach. These approaches are discussed in class on the basis of personal knowledge and experience, knowledge attained in bachelor education, and empirical (primarily sociological) case studies.

In addition to a sociological approach to the topic of this course, a concerned approach, defined by a critical stance towards popular culture on the basis of ethical or theological normativity, is discussed as well. While in sociological research ethical and theological normativity is supposed to be bracketed, a concerned approach involves an ethical and/or theological evaluation. Hence, the student is offered a set of tools to define, analyse and evaluate the 'truthfulness, meaningfulness, goodness, justice, and beauty of popular cultural texts and practices' (Lynch 2005, ix).

Onderwijsvorm

A combination of small-scale interactive lectures and seminar-style meetings. The lectures will provide a solid theoretical basis and a methodology for doing concerned ethical-theological research. In seminar-style meetings students are involved in two different exercises. In the first place, students will interpret complex social, cultural and religious phenomena on the basis of theoretical knowledge, and discuss theoretical insights on the basis of empirical case-studies. Students are expected to participate actively, by selecting and presenting empirical studies (scientific articles, books, or papers), evaluating their scientific quality, and relating them to the theoretical debates under study. In discussing these studies, students differentiate between the several distinctive elements of the scientific construction of theoretical knowledge (in particular problem definition, research question and methodology).

In the second place, students analyze and evaluate popular cultural texts and practices from an ethical and/or theological perspective. Students participate actively by reflecting on their (ir)religious perspectives, principles and sources, developing arguments for an ethical or theological concerned position, and contributing to scholarly and public concerns about popular culture.

Toetsvorm

A popularizing essay (100%) on a relevant subject.

Literatuur

Gordon Lynch, 2005. *Understanding Theology and Popular Culture*. Malden (MA), etc.: Blackwell.

Chris Klassen, 2014. *Religion and Popular Culture: A Cultural Studies Approach*. Oxford, etc.: Oxford University Press.

A selections of articles and book chapters.

Microeconomics for Development

Vakcode	E_EC_MED (60422090)
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	School of Business and Economics
Coördinator	prof. dr. M.P. Pradhan
Examinator	prof. dr. M.P. Pradhan
Docent(en)	prof. dr. C.T.M. Elbers, prof. dr. R.H. Oostendorp, prof. dr. M.P. Pradhan, prof. dr. P.F. Lanjouw
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

In this course we apply microeconomics to topics in development economics. The aim is not to be complete, but to select a number of well-studied topics, stressing their empirical foundation as well as the role of policy. Students should be able to:

- demonstrate knowledge and understanding of microeconomic principles underlying economic development

- have a good understanding of empirical strategies to identify microeconomic foundations of development

- demonstrate an ability to derive policy implications from microeconomic development analysis

Inhoud vak

The concepts and measurement of poverty and inequality will be extensively discussed as well as methods for evaluating the impact of policy. The impact of market imperfections, particularly for handling risk, on firm and household behaviour will be covered, including a discussion of consumption smoothing, risk-sharing, diversification and microfinance strategies. The principal-agent relationship between donors and recipients of foreign aid will be illustrated with a discussion of elite capture and the measurement and costs of corruption. During the course, extensive use will be made of empirical evidence.

Onderwijsvorm

lecture

Toetsvorm

written examination, assignments

Literatuur

Selected articles to be announced.

Aanbevolen voorkennis

- Advanced Microeconomics (code E_EC_AMIEC)
- Advanced Methods for Applied Economic Research (code E_EC_AMAER)

Microeconomics for Spatial Policy

Vakcode	E_STR_MESP (60412090)
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	School of Business and Economics
Coördinator	dr. A.J.H. Pels
Examinator	dr. A.J.H. Pels
Docent(en)	dr. A.J.H. Pels, prof. dr. E.T. Verhoef
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	400

Doel vak

The aim of this course is to equip the student with the microeconomic toolbox that is required to be able to structure and analyze economic and policy questions in the fields of urban, regional, transport and environmental economics from the economic viewpoint. These tools are indispensable to successfully follow the remainder of the program.

By the end of the course the student will:

- be familiar with the main microeconomics principles, and know how to analyze microeconomic problems using mathematical tools
- be familiar with the theory of spatial competition

- be familiar with the theory of cost functions for network sectors
- know the main concepts of consumer choice and firm behavior, and their relevance for economic and welfare analysis
- be able to evaluate economic policy with regard to efficiency, and know of the limitations to economic policy
- know possibilities and limitations in applied policy fields, such as welfare analysis, regulation of industry, cost benefit analysis, and policy coordination and competition

Inhoud vak

The first three weeks the lectures coincide with the lectures of Microeconomics for policy, code E_EC_MEP. We refer to the description of that course for more information.

The last three weeks differ between the two courses. This course (microeconomics for spatial policy) will deal with topics that are of special interest in urban, regional, environmental and transport economics and policy.

The following topics are addressed:

- Applied welfare analysis: Cost
- Benefit Analysis
- Cost functions: economies of scale, scope, density and networks
- Market structures in network sectors
- Product and price differentiation (including spatial competition)
- Market failures and public policy
- Government failures: Policy coordination and competition

Onderwijsvorm

There will be two lectures each week in which the emphasis is on the teacher's explanation of the essential material. Active participation of the students is, however, expected in all lectures: class discussions and making small exercises to better comprehend the material will be part of all lectures. The tutorials will be devoted to discussion of problem sets and exercises, where active participation of students is again required.

Toetsvorm

take- home interim examination and written interim examination

Vereiste voorkennis

Participants are expected to have a basic understanding of microeconomic theory (bachelor level, e. g. Varian's Intermediate Microeconomics).

Overige informatie

Students wishing to refresh their math skills are encouraged to attend the course "Math Refresher".

For more information about Math Refresher, see Canvas.

New Venture Creation and Development

Vakcode	E_ENT_NVCD ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	School of Business and Economics

Coördinator	prof. dr. E. Masurel
Examinator	prof. dr. E. Masurel
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	400

Doel vak

After having finished this specialization course successfully, the student has a clear overview of the most relevant academic literature in the field of new venture creation and further development of new ventures along the lifecycle of the firm, with a focus on the role of the entrepreneur. After having finished this course successfully, the student has also gained experience in applying the involved academic literature to solving practical situations and has gained experience in the formulation of practical recommendations on the basis of academic research. This is all in the context of new venture creation and further development of new ventures along the lifecycle of the firm.

Inhoud vak

The creation of new ventures and the further development of established ventures is of greatest interest for economic and societal development, especially (but not exclusively) for employment creation and the production of (sustainable) innovations. This interest does not only apply to small business start-ups but it also applies to new ventures and spin-offs from large corporates, from (semi-)public institutions and from universities.

This specialization course 'New Venture Creation and Development' focuses (but not exclusively) on the role of the entrepreneur during the initial stages of the firm formation (start and (early) growth), and even before these initial stages (the so-called nascent stage). The entrepreneur in this context is predominantly the (small) business owner but attention is also paid to employees who are responsible for the launch and development of new ventures from their employing organizations. The 'firm lifecycle model' plays a pivotal role in this specialization course: this is the model in which the firm develops through a number of different stages. The entrepreneur and the firm are not dealt with in isolation (only) in this specialization course, but are dealt with within the context of the entrepreneurial ecosystem as well.

This specialization course is built on two connected pillars: (i) the study of academic literature; and (ii) the practical application of academic literature. The academic literature has to be studied for the exam. This academic literature may also be helpful for the NVCD Case, but other academic literature should be studied for that purpose as well. This connects to the lecturers in this course: both academicians and practitioners.

Onderwijsvorm

Lectures and consultancies.

Toetsvorm

Written individual exam (60%)

Individual essay (5%)

Group assignment (35%)

Small assignments (0%)

No compensation. All three must be sufficient (> 5.5)

Resit

Group assignment and essay can be resubmitted (but: grade cap at 6). No grade cap applies to resit of the exam.

Literatuur

To be announced on Canvas.

Vereiste voorkennis

A valid registration in the MSc Entrepreneurship.

Overige informatie

This course is only available for students registered for the Master's programme in Entrepreneurship. For quality reasons, the course cannot admit other students. This course is organised by the VU. For more information, please go to <http://www.feweb.vu.nl/en/students/study-guide/msc-entrepreneurship/programme/index.asp> URL.

A maximum of 25 students can participate the course.

News Impacts in the Digital Age

Vakcode	S_NIDA ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	dr. W.H. van Atteveldt
Examinator	dr. W.H. van Atteveldt
Docent(en)	dr. W.H. van Atteveldt, E.F. Droog MSc
Lesmethode(n)	Hoorcollege, Werkgroep, Practicum
Niveau	500

Doel vak

After successful completion of this course students are expected to be able to:

- Analyze trends in the news;
- Explain the impact of repeated exposure to news media on the public, both from a longitudinal and cross-sectional perspective;
- Explain based on theory how news impact is changing in the digital age;
- Analyze the impact of news on the public using empirical data on news content and public opinion;
- Write a scientific essay on a reflection of the impact of news in the digital age.

Inhoud vak

This course starts where the course 'Nieuwsdynamiek in de digitale samenleving' ends: it focus on the impact of news on public opinion and debate. In this course students learn how the whereabouts of (political or financial) organizations are be framed in the news and what kind of impact this framing has on public opinion. In order to evaluate developments, impact and effect of (news) media on public opinion, students learn how to monitor trends and patterns in the news, especially in news about politics, about the economy and about firms quoted at the stock exchange. Next this course focus on how to trace news effects on citizens and stakeholders (e.g. financial markets, governments) starting from theories about agenda setting, knowledge

gaps, cognitive mediation, priming and framing.

We expect an active contribution of students in all classes. In the literature lectures students are expected to comment on articles. In the practical exercises students improve their research skills.

Onderwijsvorm

Lectures; practical exercises.

Toetsvorm

Literature exam (40%) and practical exercise reports (60%), both up to the mark.

Literatuur

Hyperlinks to the syllabus and selected articles from communication journals will be available on Canvas.

For students who feel a deficiency in some respects a list of additional literature is available.

Doelgroep

MSc students in Communication Science (obligatory for students of the Political Communication track), MSR students and exchange students.

Overige informatie

Presence is mandatory.

In this course we cooperate with the course 'Nieuwsframes, nieuwsimpact en burgerschap' from the master Journalism (Faculty of Humanities). Some classes and literature are shared.

OZ OW1: Onderwijspraktijkonderzoek en academische vaardigheden

Vakcode	S_ML_OZOW1 ()
Periode	Periode 1+2+3
Credits	6.0
Voertaal	Nederlands
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	dr. G.G. van de Bunt
Examinator	dr. G.G. van de Bunt
Docent(en)	dr. G.G. van de Bunt
Lesmethode(n)	Werkgroep
Niveau	400

Doel vak

Het vak start in periode 1 met tweewekelijkse werkgroepbijeenkomsten die naadloos volgen op de startweek. Deze reeks wordt het lint genoemd. De startweek biedt een crashcourse didactiek. Hier maak je ook kennis met de stageschool. De bijeenkomsten in het lint staan vervolgens in het teken van cohortvorming, van intervisie en van het creëren van binding met de toekomstige stageschool, maar het geeft ook een aanzet tot didactische verwerking van de kennis opgedaan in de parallelle inhoudelijke vakken en is tot slot een voorbereiding op wat er in periode 3 aan bod komt. In het lint maken studenten kennis met enkele onderzoekvaardigheden (i.c. dataverzameling en analyse).

Na afloop van dit vak kan de student met het oog op onderzoek in en naar

onderwijs in grote lijnen:

- de stappen van probleemstelling via dataverzameling naar analyseontwerp maken en de afwegingen die gemaakt worden benoemen;
- een onderscheid maken tussen diverse manieren van data verzamelen en aangeven wanneer welke manier het best kan worden ingezet;
- zelfstandig gangbare dataverzamelingmethoden toepassen zoals het voorbereiden en afnemen van interviews, observeren en het opstellen van vragenlijsten;
- benoemen en op waarde schatten van onderzoeksproblemen en mogelijkheden in een schoolcontext;
- een simpele statistische analyse uitvoeren;
- conclusies trekken ten aanzien van de vraagstelling op basis van de verwerkte gegevens;
- hypothesen op beredeneerde wijze aannemen of verwerpen.

Inhoud vak

Tijdens dit vak staan onderzoekvaardigheden ten behoeve van het doen van onderzoek in en naar onderwijs centraal. Verschillende manieren om de onderwijspraktijk te onderzoeken komen aan bod. In het vak wordt gebruik gemaakt van Traintool waarmee opnames gemaakt kunnen worden van interviewoefeningen en van SPSS om simpele analyses uit te voeren. Er worden kennisclips over methodologie en statistiek ingezet ter voorbereiding op de bijeenkomsten. Deze kunnen tevens gebruikt worden voor zelfstudie.

De toekomstige stageschool wordt twee maal bezocht. Tijdens deze bezoeken of ter voorbereiding op deze bezoeken worden opdrachten gemaakt.

Onderwijsvorm

Werkgroepbijeenkomsten, practica, hoorcolleges.

Toetsvorm

Aanwezigheid en participatie, opdrachten, tentamen.

Literatuur

Wordt t.z.t. via CANVAS bekend gemaakt.

Aanbevolen voorkennis

Enig inzicht in methodologie en statistiek.

Doelgroep

Eerstejaars Master Educatie in de Mens- en Maatschappijvakken

OZ OW2: Onderwijspraktijkonderzoek en literatuuronderzoek

Vakcode	S_ML_OZOW2 ()
Periode	Periode 4+5+6
Credits	3.0
Voertaal	Nederlands
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	dr. H.B. Westbroek
Examinator	dr. H.B. Westbroek
Docent(en)	dr. M.B.J. Schauten
Lesmethode(n)	Werkgroep, Hoorcollege
Niveau	400

Doel vak

Tijdens het praktijkonderzoek vullen studenten de tijdens hun master opgedane onderzoeksvaardigheden aan met onderzoeksvaardigheden voor de eigen onderwijspraktijk. In praktijkonderzoek 1 richt de opdracht zich primair op het leren

herkennen, waarderen en gebruiken van verschillen type bronnen (praktijkbronnen, vakliteratuur en wetenschappelijke literatuur) om praktijkproblemen te analyseren en te duiden. Studenten leren om opbrengsten uit onderzoek en vak te vertalen naar de (eigen)lespraktijk

Inhoud vak

Studenten verdiepen in wetenschappelijke literatuur en vakliteratuur rondom belangrijke thema's uit de praktijk. Ze krijgen handvatten aangereikt om bronnen te zoeken en te beoordelen op relevantie, kwaliteit en bruikbaarheid.

Onderwijsvorm

Het onderwijs bestaat uit de volgende vormen: college en, werkcolleges en zelfstandig werken

Toetsvorm

Praktijkonderzoek 1 wordt afgesloten met een uitgewerkt en onderbouwd advies aan collega's en een onderbouwde reflectie op (mogelijke verbeteringen) van de eigen lespraktijk.

Literatuur

relevante en actuele artikelen over het onderzoeksonderwerp worden aangeboden via de docent

Praktijk 1

Vakcode	O_MLPRAK_1F ()
Periode	Periode 4
Credits	6.0
Voertaal	Nederlands
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	drs. Y.G. Meindersma
Examinator	drs. Y.G. Meindersma
Docent(en)	drs. J.K.W. Riksen, drs. H.R. Goudsmit, drs. Y.G. Meindersma, drs. I. Pauw, drs. S. Donszelmann, dr. H.B. Westbroek, C.L. Geraedts, dr. A.A. Kaal, dr. A. Handelzalts, drs. A.J.C. Monquil, drs. J.B. Penninx, drs. L.A. van der Bruggen, W. Maas, drs. H. Stouthart, drs. C.D.P. van Oeveren, drs. N.H. Ypenburg, drs. E.D. van Noort, F.L. de Vries, drs. J. Quartel MA
Lesmethode(n)	Werkgroep
Niveau	400

Inhoud vak

Op de school wordt de aandacht op dezelfde kernpraktijken gericht als gedurende de instituuropsleiding. De werkplekbegeleider is op de hoogte van de onderwerpen die op de instituutdag gebruikt worden en gebruikt dezelfde rubric als de instituuropsleiders en vakdidactici om de

vorderingen van de studenten te beoordelen.

Onderwijsvorm

Onder begeleiding van de werkplekbegeleider nemen de studenten steeds een groter en actiever aandeel in het lesgeven en werken in de school. Studenten met een baan (zij-instromers, onderwijstrainees etc) geven in dit stadium al zelfstandig les. Bij deze studenten is de nadruk bij de begeleiding vanuit de werkplekbegeleider op het niveau van didactische handelen in de les

Toetsvorm

Op de school geven de studenten een presentatie over hun prestaties in de eerste acht weken. Dat doen ze aan de hand van de relevante rollen (vier van de vijf waarbij uitvoerder, ontwerper en pedagoog de meeste aandacht krijgen bij de reflectie op het lesgeven). De werkplekbegeleider gebruikt de rubric om het functioneren van de studenten in de klas te evalueren.

Praktijk 2

Vakcode	O_MLPRAK_2F ()
Periode	Periode 5+6
Credits	9.0
Voertaal	Nederlands
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. A. Handelzalts
Examinator	dr. A. Handelzalts
Docent(en)	drs. J.K.W. Riksen, drs. H.R. Goudsmit, drs. Y.G. Meindersma, drs. I. Pauw, drs. C.D.P. van Oeveren, drs. S. Donszelmann, dr. H.B. Westbroek, C.L. Geraedts, dr. A.A. Kaal, dr. A. Handelzalts, drs. A.J.C. Monquil, drs. J.B. Penninx, drs. L.A. van der Bruggen, W. Maas, drs. H. Stouthart, drs. N.H. Ypenburg, drs. E.D. van Noort, F.L. de Vries, drs. J. Quartel MA
Lesmethode(n)	Werkgroep
Niveau	400

Inhoud vak

Tijdens de praktijkstage werken studenten aan het verder ontwikkelen van de kernpraktijken die in het instituutsdeel aan de orde zijn gekomen. Net als in fase 1 komt de verbinding tussen theorie en praktijk aan de orde. Op de werkplek wordt de aandacht op dezelfde vaardigheden gericht als tijdens de instituutsopleiding. Dit betekent dat studenten, samen met hun werkplekbegeleider, gericht werken aan de verschillende thema's besproken in de (vak)didactiekcolleges van Didactiek 1 en 2.

Onderwijsvorm

Onder begeleiding van de werkplekbegeleider nemen de studenten steeds een groter en actiever aandeel in het lesgeven en werken in de school.

Toetsvorm

De praktijkbeoordeling wordt uitgevoerd door de vakdidacticus/instituutsopleider en de werkplekbegeleider aan de hand van het eerste lesbezoek en de ingevulde rubric.

Overige informatie

Voorwaardelijk voor afronding van Praktijk 2: een voldoende beoordeling van Praktijk 1 en Didactiek 1.

Problematic and Beneficial Effects of Media Use

Vakcode	S_PBEMU ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	dr. T. Hartmann
Examinator	dr. T. Hartmann
Docent(en)	dr. T. Hartmann, dr. B.K. Johnson
Lesmethode(n)	Hoorcollege, Werkcollege
Niveau	500

Doel vak

After successful completion of this course, students are expected to be able to:

- gain deeper insight into the core themes of Media Psychology;
- become able to critically describe and evaluate core media-psychological research about the problems and benefits of new media use, including Internet addiction, cyberbullying, and video game violence;
- understand the differences of how media-psychological research is presented in the public versus discussed among scientists;
- learn, as a methodological skill, how to conduct and present a (small) content analysis.

Inhoud vak

If a new medium - like the internet or video games – enters society it raises concerns and public debates. Some people are euphoric, but many fear the new medium will result in a cultural decline and detrimental effects. Currently, we see the same debates evolving around the Internet, cell phones, and video games. Students and researchers in both Communication Science and Media Psychology are in charge to provide empirically substantiated answers to concerned parents, teachers, and policy makers. So what do we really know to date about the potentially problematic effects of (new) media? This class will highlight several problems and benefits that may be caused by (new) media, in particular discussing the empirical evidence related to common worries and concerns that are voiced in society about new media such as internet and video games. More specifically, we will take a closer look at topics such as cyberbullying, cyberslacking, cyberchondriasis, online dating, media addiction, pornography, online risk behavior, effects of (violent) video games, and relationships between (new) media use and loneliness or well-being.

You will work in on assignments within groups. In your group, you will work on a "hands-on" content analysis project that will examine how scientific research on new media – or problems associated with new media – are portrayed in the mass media. The project will conclude with a poster session.

Onderwijsvorm

Lectures and workgroups

Toetsvorm

Individual paper-pencil examination (70%) and group assignments (30%).
Your group will be graded at a final poster presentation.

Literatuur

Prior to each session, you will have to carefully study one or two articles related to the topic of the forthcoming session. The related obligatory readings will be announced on Canvas prior to each session. The obligatory readings will also be available as PDFs on the internet. In addition, the PowerPoint slides of each session will be made available on BlackBoard prior to each session.

Doelgroep

MSc CW students and exchange students.

Overige informatie

The class will be entirely run in English, including the lectures, correspondence, assessments, and assignments. Foreign exchange students are very welcome. There are no obligatory requirements. But: We will discuss a lot of empirical studies, so you should already have a good knowledge about empirical social science, particularly about experiments, surveys (maybe panel-designs), and the way we report and interpret statistical results. You should be able to read and understand method and results sections in empirical English journal articles. We appreciate if you show a reflective and participative attitude in the class. Speaking about interest and motivation, it is helpful if you are both puzzled and inspired by (media)psychological issues that you observed in your everyday life.
Presence at workgroup is mandatory.

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

Vakcode	L_GAMAGES024 ()
Periode	Periode 2+3
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen
Coördinator	dr. D.G. Hondius
Examinator	dr. D.G. Hondius
Docent(en)	dr. D.G. Hondius, dr. P. Brandon
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

Increasing knowledge and insight in the field of Atlantic history, slavery studies and historical race studies. Developing research skills, especially archival research.

Inhoud vak

Race relations in Europe, Africa and the Americas in the context of Atlantic slavery are the general topic of this research seminar. The

historic connections between large scale commercial slavery in the European Atlantic Empires and the racialization of social relations has been the subject of many decades of scholarly debate. The subject also is of great relevance to contemporary public debates, especially in the Netherlands where the social implications of the country's involvement in slavery has long been downplayed. In this course, we will investigate practices and mechanisms of racialization in their concrete historic context. We will do so with special attention to comparative developments in the role of religion and economy in various Atlantic settings in the 17th-19th century, and including contemporary perspectives and debates.

Onderwijsvorm

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

Toetsvorm

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

Literatuur

Will be provided during class.

Doelgroep

Students MA and ResMA History,

Overige informatie

This is a research seminar aimed at doing archival research and writing a MA research paper. In 2017-2018 the focus will be on the Dutch plantation colony Suriname in South America. Using court records and other primary documents, students will gain a better understanding of the everyday functioning of a slave-based society, as well as acquire skills for doing independent research based on primary sources.

Regional and Urban Economics

Vakcode	E_STR_RUE (60442140)
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	School of Business and Economics
Coördinator	prof. dr. H.L.F. de Groot
Examinator	prof. dr. H.L.F. de Groot
Docent(en)	prof. dr. H.L.F. de Groot, prof. dr. J. Rouwendal
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

The aim of this course is to provide students with an advanced introduction in the field of regional and urban economics. Students learn the theoretical and empirical methods applied in the field, and get a good understanding of the fundamental questions that are addressed

in the field and the current state of affairs in the literature. They are trained to critically read and properly understand contributions in the leading journals in the field. At a more specific level, after having taken this course, students have a good understanding of the New Economic Geography Model, are familiar with the theoretical foundations of agglomeration economies and their empirical relevance, understand the theoretical foundations of and can apply spatial interaction modelling, are familiar with regional growth theories, understand the function of regional labour and housing markets, and have a good understanding of the determinants of urban structures.

Inhoud vak

This course covers advanced topics in theoretical and empirical research on regional and urban economics. Key issues are location and potential reasons for clustering of economic activity, spatial interaction (migration, trade, FDI and commuting), patterns of regional economic convergence and divergence, the role of geographic factors in explaining regional economic growth performance, the impact of (spatial) externalities of knowledge production, urban size and growth, urban land use, housing markets and the functioning of regional labour markets. The topics are addressed from a theoretical as well as an empirical perspective.

Onderwijsvorm

Lectures and Tutorials

Toetsvorm

Written exam (70 percent; individual assessment) and Assignments (30 percent; group assessment). A minimum grade of 5.0 for the exam is required.

Literatuur

- Brakman, S., J.H. Garretsen and C. van Marrewijk (2009): *The New Introduction to Geographical Economics*, Cambridge University Press, Cambridge.
- Ciccone, A. and R.E. Hall (1996): 'Productivity and the Density of Economic Activity', *American Economic Review*, 86, pp. 54-70.
- Gallup, J.L., J.D. Sachs and A.D. Mellinger (1999): 'Geography and Economic Development', *International Regional Science Review*, 22, pp. 179-232.
- Glaeser, E.L. and M.E. Kahn (2003): 'Sprawl and Urban Growth', in: J.V. Henderson and J.-F. Thisse (eds), *Handbook of Urban and Regional Economics*, Volume 4, Chapter 56, Elsevier, Amsterdam.
- Glaeser, E.L., H.D. Kallal, J.A. Scheinkman and A. Shleifer (1992): 'Growth in Cities', *Journal of Political Economy*, 100, pp. 1126-1151.
- Krugman, P. (1991): 'History and Industry Location: The Case of the US Manufacturing Belt', *American Economic Review*, 81, pp. 80-83.

Selected Issues: European Politics and Policymaking

Vakcode	S_SIEPP ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Sociale Wetenschappen

Coördinator	H.L.M. Muehlenhoff
Examinator	H.L.M. Muehlenhoff
Docent(en)	H.L.M. Muehlenhoff, H. Mercenier
Lesmethode(n)	Studiegroep
Niveau	500

Doel vak

- familiarise students with topical debates on Politics and Policymaking in Europe
- provide insight in the interactions between politics and policymaking
- practice the critical evaluation of competing theories and approaches to questions of politics and policymaking
- learn to evaluate the merits of alternative methodologies in analysing questions of politics and policymaking
- develop an awareness of the added-value of comparative and international perspectives on questions of politics and policymaking
- stimulate active class participation
- enhance students' academic writing skills.

Inhoud vak

This course zooms in on a selection of topical debates in political science on politics and policymaking in Europe. The selected topics link politics to policies, and they link the national level to the European (and the global) level. Thus, topics to be included involve both more procedural questions (for instance, the rise of populism, the interaction between democracy and courts, the accountability of international decision-making in national political systems) and policy issues (like creating jobs, fighting terrorism, securing sustainable development). Around these topics, we seek to identify what are the important questions and what and how political science can contribute to answering them. In that process, we review and assess different theoretical approaches and different methodologies on how they operate and what kind of insights they yield (and what not). The course is concluded with a paper in which students offer a (preliminary) analysis of a relevant political question.

Onderwijsvorm

Seminar.

Students are expected to come to class having prepared the required readings in order to allow for meaningful discussions.

Furthermore, each student will be assigned to prepare the discussion of one or two texts on the syllabus.

Toetsvorm

1. Class participation (presence, contributions, quality of contributions) => 30% of final grade.

2. Final paper => 70 % of final grade.

Literatuur

A selection of texts, which will be announced and made available through Canvas.

Doelgroep

Students in the MSc Political Science.

This is a required course for students in the track 'Comparative and European Politics'.

For students in the other tracks, it is an option.

Selected Issues: Global Environmental Governance

Vakcode	S_SIGEG ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	prof. dr. P.H. Pattberg
Examinator	prof. dr. P.H. Pattberg
Docent(en)	prof. dr. P.H. Pattberg
Lesmethode(n)	Werkgroep
Niveau	500

Doel vak

- To increase students' knowledge of major empirical developments in Global Environmental Governance;
- To train students in identifying the policy relevance of the results of political research as well as detecting pitfalls and shortcomings;
- To invite reflection on the policy relevance and strategic consequences of research;
- To develop students' academic writing skills.

Inhoud vak

This course introduces students to the current state of research within the field of global environmental governance. Global environmental change is one of the great challenges humankind is facing today. Humans now influence almost all biological and physical systems of the planet. Scientists today see mounting evidence that the entire earth system now operates well outside the normal state exhibited over the past 500,000 years, and that human activity is generating change that extends well beyond natural variability – in some cases, alarmingly so – and at rates that continue to accelerate. The perennial question from a social science perspective is how to organize the co-evolution of societies and their surrounding environment, in other words, how to develop effective and equitable governance solutions for today's global problems.

This course builds on Theories and Approaches: International Relations and Political Concepts and Processes by teaching students how to apply core concepts of political science to substantial issues in international studies. At the same time, students will be made aware of the current state of research within the field of global environmental governance. This knowledge will be useful in the upcoming workshop later in the program.

Governance refers to the phenomenon that many public functions increasingly seem to be assumed and carried out by actors other than the government actors of the nation-state. In particular, the course further investigates three profound transformation in global environmental governance: (1) the increasing diversity of agency (i.e. the observation that authority to govern is vested not only in governments and public actors but in a host of non-state actors as well); (2) the institutionalization of novel governance mechanisms and instruments beyond international agreements (e.g. private certification schemes in global forest politics); and (3), the increased fragmentation of global environmental governance into a number of functionally interlinked but increasingly conflictive policy domains (e.g. the potential overlap

between climate change and biodiversity governance). For each type of empirical transformation discussed above, a selection of important examples will be analyzed. Students are encouraged to make their own contributions in the form of one essay that presents original research and one class presentation that critically discusses a concrete empirical example of global environmental governance.

Onderwijsvorm

Seminar

Toetsvorm

Written assignment (50%) + class participation (10%) + group presentation (40%)

Literatuur

We will use the following text book: Biermann, Frank, and Philipp Pattberg, editors (2012): *Global Environmental Governance Reconsidered*. Cambridge, MA: MIT Press.

A reading list will be made available via Canvas.

Doelgroep

MSc students Political Science

Overige informatie

This course is compulsory for students in the track Global Environmental Governance and optional for students in the other Master tracks.

Selected Issues: International Security

Vakcode	S_SIIS ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	dr. M. Hoijtink
Examinator	dr. M. Hoijtink
Docent(en)	dr. E.B. van Apeldoorn, dr. M. Hoijtink, mr. O.L.F.M. Blarel
Lesmethode(n)	Werkgroep
Niveau	500

Doel vak

- Familiarise students with topical research in international security and to get a practical sense of the insights and challenges involved;
- Increase students' understanding of the structures, actors and processes regarding contemporary international and global security;
- Enhance students' critical understanding of the potential and limits of competing approaches to international security;
- Stimulate active class participation;
- Enhance students' academic writing skills.

Inhoud vak

International Security is a core and still evolving sub-field of International Relations. While traditionally focused on the security of states and on the concern with national security as a source of international conflict, recently, and in the context of globalization,

the field has moved beyond this state-centric focus. On the one hand non-state actors and transnational (economic, social and environmental) processes can be seen as affecting national security. On the other hand, it is argued that the concept of security itself must be broadened beyond that of states to include for example human, societal, environmental and energy security. However, also in 'global security' as a more encompassing term, states and their strategies, continue to play a critical role. From this perspective we will critically evaluate both more traditional and newer approaches to international security and examine how they are applied to various contemporary issues. Special attention will be paid to so-called critical approaches, in particular those who seek to relate issues and dynamics of international security to the unequal power structures of the global political economy. From this perspective we may 'deconstruct' national and other actors' strategies for security by analysing the social forces involved in shaping these strategies and hence the social purpose (beyond the official justifications given) that they may serve. From this perspective we will amongst others review the politics of America's national security discourse and related foreign policy; the rise of East Asia and possible security implications; the geopolitics of the growing competition for energy sources and the relationship between security and development.

Onderwijsvorm

Seminar

Toetsvorm

Class Participation and written assignment(s). All parts must be passed.

Literatuur

To be announced on canvas.

Doelgroep

Students of Master Political Science

Selected Issues: Transnational Political Economy

Vakcode	S_SITPE ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	dr. R. Fernandez
Examinator	dr. R. Fernandez
Lesmethode(n)	Werkgroep
Niveau	500

Doel vak

- To increase students' knowledge of major empirical developments in transnational political economy;
- To stimulate critical theoretical and normative reflection on research results;
- To train students in identifying the policy relevance of the results of political research as well as detecting pitfalls and shortcomings;
- To advance students' understanding of the epistemological issues

involved in International Relations (pertaining to both theory and method) and thereby rendering them capable of developing sound research designs;

- To enhance students' abilities in academic writing and reporting on research as well as providing structured feedback.
- To enhance students' skills in leading and structuring a discussion, debating, collecting relevant literature, present key findings and set up and conduct group work.

Inhoud vak

This course deals with a key field of International Relations (IR). Traditionally, the field of IR was subdivided in the fields of international security and international political economy. As a consequence of major transformations of the international system (end of the Cold War, globalization, the rise of new great powers, climate change), the boundaries between these subfields have blurred. In this course the focus is on transnational political economy. We will deal with the general framework through which transnational affairs are dealt with (e.g. international regimes, global governance), and with a number of specific issues (e.g. rise of China and emerging markets, international finance, energy and environmental security) partly depending on students' inputs. In each case, students are challenged to explore the ways in which the boundaries between economic and politics in a transnational setting are transcended; seemingly "economic" issues are actually highly political in nature and are often the cause of conflict and struggle (sometimes violent) between and within states.

Onderwijsvorm

Interactive seminars

Toetsvorm

Participation (40%), written assignments (60%, of which final paper 40%, which must be graded with at least a 5.5 to pass)

Literatuur

State-of-the-art articles and book chapters (via Canvas).

Doelgroep

Course is open only to students in the MSc Political Science, MSR students and the LL.M. Law and Politics of International Security programmes; other students need special permission.

Overige informatie

This course is compulsory for students in the track International Relations and Transnational Governance and optional for students in one of the other Master tracks.

Social Continuity and Change

Vakcode	S_SCC ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	prof. dr. H. Ghorashi
Examinator	prof. dr. H. Ghorashi

Docent(en)	prof. dr. H. Ghorashi, M.C. Rast
Lesmethode(n)	Werkgroep
Niveau	500

Doel vak

Students learn recent insights, both theoretical and empirical, in social continuity and change. The focus will be on the relationships between contemporary social trends and structures on the one hand, experiences and forms of action by citizens on the other hand.

Inhoud vak

Sociology has produced a relative consensus with regard to processes of modernization, like differentiation, commodification, rationalization. With regard to late modernity and globalization, however, no such consensus has been reached. The present course explores both classical insights and recent discussions in order to shed light on a selection of topical issues: (super)diversity, (drama/deep)democracy and the dynamics of populism in western societies; the emergence of radicalization; individualism. We will explore both the underlying dynamics of these phenomena and the way in which governments and institutions try to control them through a discourse of social participation.

Onderwijsvorm

Lectures and seminars (attendance is mandatory for students)

Toetsvorm

Assignments (30 %) and final exam (70%).
Students need to pass both parts.

Literatuur

To be announced in the course manual (see CANVAS)

Doelgroep

Students in the Master Sociology
Also open as an elective course for students in the Master Educatie in de Mens- en Maatschappijwetenschappen, the Educatieve Masteropleiding Leraar Voorbereidend Hoger Onderwijs in de Zaakvakken and Exchange students.

Intekenprocedure

For this course the group enrollments will be done by the students themselves based on the instructions of the group assignment.

Overige informatie

Attendance of group presentations is mandatory

Sociale veiligheid en veerkracht

Vakcode	S_SVV ()
Periode	Periode 2
Credits	6.0
Voertaal	Nederlands
Faculteit	Faculteit der Sociale Wetenschappen

Coördinator	dr. R. van Steden
Examinator	dr. R. van Steden
Docent(en)	dr. R. van Steden, prof. dr. J.C.J. Boutellier
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

In dit vak staan de volgende leerdoel centraal:

1. Herkennen en identificeren van centrale thematieken in de wetenschappelijke literatuur over sociale veiligheid en veerkracht;
2. Duiden en verklaren waarom veiligheid als maatschappelijk thema zo'n hoge vlucht heeft genomen;
3. Kennis nemen en analyseren van hoe partijen (professionals, burgers) in lokale veiligheidsnetwerken zich tot elkaar verhouden;
4. Een normatief, wetenschappelijk gefundeerd, standpunt kunnen bepalen ten aanzien van veiligheid als kernbegrip in de huidige samenleving;
5. Een relatie kunnen leggen tussen sociale veiligheid, veerkracht en meer algemene bestuurskundige theorievorming.

Na afronding van dit vak beschikken de studenten over kennis met betrekking tot recente benaderingen, inzichten en theorieën die zij kunnen toepassen op de thema's sociale veiligheid en veerkracht binnen de bredere context van beleids- en organisatievraagstukken. Daarbij tonen zij inzicht in sociaalwetenschappelijke trends die van veiligheid een 'hot issue' maken en weten zij verschillende betekenisvelden, logica's en beleidstoepassingen van veiligheid te onderscheiden. Tot slot kunnen zij kritisch reflecteren op de organisatie van veiligheid in relatie tot veerkracht en de (mogelijke) sociale gevolgen van de huidige maatschappelijke en politieke hang naar liefst honderd procent veiligheid.

Inhoud vak

In dit seminar worden wetenschappelijke inzichten op het terrein van sociale veiligheid en veerkracht zowel in de breedte als – op onderdelen – in de diepte behandeld. We richten ons daarbij op (on)veiligheid in objectieve en subjectieve zin binnen de context van een superdiverse netwerksamenleving. Een belangrijke vraag is wat het begrip sociale veiligheid inhoudt en waarom veiligheid een zo belangrijke rol in onze samenleving is gaan spelen. Daarbij plaatsen we het thema veiligheid tegen de achtergrond van publieke moraal in de vorm van discussies over sociale spanningen, maatschappelijke verzuiving, onbehagen, een (dreigende) controlecultuur en een veerkrachtige samenleving.

Voorts spitst het seminar zich toe op de organisatie van veiligheid – dat wil zeggen: de (verschuivende) relaties tussen overheidsorganisaties, het bedrijfsleven en maatschappelijke instituties. Ook wordt de rol van burgers in lokale veiligheidsnetwerken onder de loep genomen. Ondersteunen of ondermijnen veiligheidsnetwerken een veerkrachtige samenleving?

Het programma biedt studenten kennis over de volgende drie hoofdthematieken:

1. Sociale (on)veiligheid en veiligheidsbeleid
2. De organisatie van veiligheid
3. Veiligheid en veerkracht

Hierbinnen zal aandacht worden besteed aan deze onderwerpen:

1. Een utopisch verlangen naar veiligheid
2. Criminaliteit, strafrecht, preventie en predictie
3. Publieke moraal en maatschappelijk onbehagen
4. Veiligheid en sociale spanningen
5. 'Securitisering' en sociale uitsluiting
6. Veiligheid in een improvisatiemaatschappij
7. De politie, buitengewoon opsporingsambtenaren en particuliere beveiligingsbedrijven
8. De 'governance' (sturing of besturing) van 'genetwerkte' veiligheid
9. Buurtwachten, whatsapp-groepen en politievrijwilligers binnen de participatiesamenleving
10. 'Negatieve' (controle, uitsluiting) en 'positieve' (vertrouwen, zorg) dynamieken van veiligheid

Onderwijsvorm

Hoorcolleges en verdiepingscolleges

Toetsvorm

Tentamen

Literatuur

Wordt t.z.t. bekend gemaakt

Spiritual Care 1

Vakcode	G_SPICA1 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Godgeleerdheid
Coördinator	A.I. Liefbroer MA MSc.
Examinator	A.I. Liefbroer MA MSc.
Docent(en)	prof. dr. R.R. Ganzevoort, dr. C.W. Anbeek
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

- De student kan het verband tussen ervaringen van kwetsbaarheid (contrastervaringen) en levensbeschouwelijke duidingen van het menselijk bestaan benoemen, analyseren en met elkaar vergelijken.
- De student kan vanuit zelf doorleefde contrastervaringen de eigen levensbeschouwelijke duiding articuleren, en hierbij verbindingen leggen met traditionele levensbeschouwelijke bronnen.
- De student kan respectvol communiceren met mensen uit de eigen en andere levensbeschouwelijke traditie(s) en de mogelijk optredende verschillen van visie verhelderen.
- De student kan binnen verschillende groepscontexten (zorgteams, organisaties, groepen cliënten) het verband tussen ervaringen van kwetsbaarheid (contrastervaringen) en het zoeken naar levensbeschouwelijke duidingen benoemen en het belang hiervan voor anderen verhelderen.
- De student kan kenmerken van geestelijke verzorging identificeren in relatie tot andere disciplines en in relatie tot levensbeschouwelijke richtingen.
- De student kan groepsgesprekken over contrastervaringen en de

zoektocht naar levensbeschouwelijke duidingen (in verschillende contexten: zorgteams, organisaties, groepen cliënten) stimuleren en ondersteunen.

Inhoud vak

De module Spiritual Care I is de eerste beroepsveldmodule voor de specialisatie Spiritual Care. In deze module staat het leren herkennen, analyseren en vergelijken van levensbeschouwelijke (seculier en religieus) duidingen van menselijke kwetsbaarheid centraal. De kwetsbaarheid van het leven manifesteert zich dikwijls in contrastervaringen, dit kunnen breukervaringen zijn, maar ook ervaringen van schoonheid en verwondering.

Levensbeschouwingen, maar ook politieke filosofieën en ideologieën, kun je zien als 'zoektochten naar antwoorden' op belangrijke vragen van het menselijk bestaan. Deze fundamentele vragen in het menselijk bestaan zijn bijvoorbeeld: Hoe kunnen we kennen? Wie is de mens? Hoe verhoudt de individu zich tot de gemeenschap? Wat is verantwoordelijkheid? Wat is vrijheid? Wat is van onopgeefbaar belang? Naar welke toekomst streven wij?

Breekpunten in het bestaan, waarbij kwetsbaarheid, eindigheid, niet-maakbaarheid, machteloosheid, maar ook schoonheid, verrukking en verwondering zich manifesteren, intensiveren dikwijls een zoektocht naar antwoorden op deze fundamentele vragen. In deze ervaringen wordt iets zichtbaar en voelbaar dat van belang is in het menselijk bestaan. De zoektocht die volgt gaat over hoe we dit belangrijke kunnen verwoorden en ons leven ernaar inrichten.

Aan de hand van verschillende teksten verdiepen studenten zich in de inhoud en vormgeving van verschillende levensbeschouwingen met betrekking tot kwetsbaarheid en belangrijke thema's die daardoor zichtbaar worden. Vervolgens staat de eigen levensbeschouwelijke zoektocht centraal: welke levensbeschouwelijke inzichten benoemt de student als (toekomstig) geestelijk verzorger voor zichzelf als het gaat om de belangrijke vragen van het menselijk bestaan? Welke bronnen uit levensbeschouwelijke tradities zijn van belang voor de eigen levensbeschouwelijke duiding?

Ten slotte staat de vraag centraal hoe je in groepsverband, net deelnemers met verschillende levensbeschouwelijke achtergronden, het gesprek over ervaringen van kwetsbaarheid en de levensbeschouwelijke inzichten die daaruit voortkomen kunt stimuleren en ondersteunen. Een deel van de contacturen bestaat uit het oefenen van groepsgesprekken.

Onderwijsvorm

Hoor- / werkcolleges met discussie (12 x 2 uur) en opdrachten (12 uur). Bestudering literatuur (132 uur = 800 pp.). Er zijn zes collegeweken met steeds twee colleges.

Toetsvorm

De beoordeling vindt als volgt plaats:

- Participatie;
- Opdrachten (inclusief paper);
- Schriftelijk tentamen (take home).

Literatuur

- Anbeek, C. (2013b). Aan de heidenen overgeleverd. Hoe theologie de 21ste eeuw kan overleven. Utrecht: Ten Have
- Anbeek, C. & Jong, de A. (2013a). De berg van de ziel. Een persoonlijk essay. Utrecht: Ten Have
- zie verder op Canvas

Overige informatie

Deze cursus wordt aangeboden in het Nederlands / This course will be taught in Dutch.

Spiritual Care 2

Vakcode	G_SPICA2 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Godgeleerdheid
Coördinator	dr. E.C.T. de Jongh
Examinator	dr. E.C.T. de Jongh
Docent(en)	dr. E.C.T. de Jongh
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

De student:

- kan de eigenheid van spiritualiteit als academische discipline te beschrijven;
- kan een family resemblance definitie van spiritualiteit formuleren en verantwoorden;
- houdt een referaat over het transformatieproces van een klassieker in een veld naar keuze;
- schrijft een spirituele autobiografie;
- kan optreden als begeleider van processen van interpretatie;
- is in staat een leergemeenschap te identificeren die past bij zijn/haar eigen traditie.

Inhoud vak

Spiritual Care 2 is een van de beide Professional Stream Courses in het subprogramma Spiritual Care van de Master Theology and Religious Studies (60EC). In deze module gaan we in op de bevoegdheid van de geestelijk verzorger, de hermeneutische competentie, levensbeschouwelijke communicatie en spiritualiteit.

De student maakt kennis met spiritualiteit als een interdisciplinair veld van onderzoek en als academische discipline. We verhelderen de verhouding tussen spiritualiteit en religie en we besteden aandacht aan de betekenis van spiritualiteit in de praktijk van de geestelijke verzorging. Omdat spiritualiteit onlosmakelijk verbonden is met de geleefde ervaring leent het masterprogramma Spiritual Care zich voor interreligieuze reflectie op de eigen spiritualiteit. Daarbij wordt nadrukkelijk een verbinding met de eigen (traditiespecifieke) bronnen van de studenten nagestreefd. Door de verkenning van spiritualiteit in praktisch en theoretisch opzicht raken studenten vertrouwd met hun eigen spiritualiteit en die van andere studenten en wordt de basis gelegd voor de bevoegdheid tot uitoefening van het vak van geestelijk verzorger.

Onderwijsvorm

Hoor- / werkcolleges met discussie (6 x 2 uur). Bestudering literatuur (ca. 600 pag.). Presentatie van referaten door de studenten (afhankelijk van het aantal

studenten 2-3 bijeenkomsten van 2-3 uur).

Toetsvorm

De beoordeling vindt plaats op basis van een portfolio met summatieve and formatieve toetsen:

- Levensbeschouwelijke autobiografie (30% van het eindcijfer)
- Casusbespreking (40% van het eindcijfer)
- Tentamen (30% van het eindcijfer)

Beoordeling van de levensbeschouwelijke autobiografie geschiedt op formele kenmerken. Na afloop van de module wordt de levensbeschouwelijke autobiografie inhoudelijk en vertrouwelijk met de student besproken.

Literatuur

- Johan Verstraeten, Taal en stilte (Averbode: Altiora, 2014), 72 pag.
- Jaap Dijkstra, Gespreksvoering bij geestelijke verzorging (Soest: Nelissen, 2007). 220p
- Reader (wordt beschikbaar gesteld via Canvas)

Overige informatie

Deze cursus wordt aangeboden in het Nederlands tenzij Engelsprekende studenten zich hebben ingeschreven / This course will be taught in Dutch. English speaking students are invited to contact the lecturer.

Theoretical Orientation on Mobility 1

Vakcode	S_TOM1 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	dr. F. Colombijn
Examinator	dr. F. Colombijn
Docent(en)	dr. F. Colombijn
Lesmethode(n)	Hoorcollege, Studiegroep
Niveau	400

Doel vak

The principal objective of this course is that students learn how to frame the research question of the upcoming individual research projects theoretically with the help of anthropological concepts centring around the key terms 'mobility', 'diversity', and 'development'.

In order to reach this objective, students review anthropological texts, recognize 'mobility' as an omnipresent aspect of human lives, and discriminate between the multifarious forms of 'mobility' discerned in the literature. Students connect 'mobility' with various forms of social diversity, and development (in this course restricted to personal development through migration). Furthermore, students generate possible research topics that are into line with the term mobility, diversity and development, and appraise the potentials and limitations of assorted theoretical concepts applied to topical issues. They also learn to compose a clear and creative, theoretically grounded, oral or written argument incorporating the terms mobility, diversity or development.

As an additional objective, students can explain what is distinctively anthropological about their own argument, taking people's own interpretations of the world and cultural diversity as starting point of the analysis and assessing the unequal agency various actors have to make the world in accordance with their own ideas and beliefs.

Finally, students develop their critical and curious aptitude, that is, an eagerness to question both accepted, scientific explanations and prevalent assumptions about phenomena that have been defined as 'societal problems' by some actors.

Inhoud vak

The content of this course is aligned with the research programme of the Department of Social and Cultural Anthropology, titled 'Mobilities, Belonging and Beliefs: Confronting Global Inequalities and Insecurities' (MOBB). We take up mobility in the broadest sense of the word as a conditioning and disciplining, but also a productive and enabling process. Mobility is about migration and exchange taking place on both a local and a global scale; it can lead to transnational lives and hybridization. The research programme is also about social mobility, life course mobility, and mobilities in terms of shifting societal stratification patterns. Concrete themes of this course could be, for instance: the flow of aspiring migrants, tourists, refugees, or popstars; the propagation of ideologies such as Human Rights and Islamic fundamentalism; the spread of contagious disease; and the circulation of iconic images, songs, brands, and goods. We will talk about routes and borders, car culture and flânerie, slow food and speed.

Mobility and inequality have a mutual impact. Multi-layered mobility processes make that some agents are better equipped to profit from the global movement of people, goods, technologies, and ideas than others. Some groups of people are forcibly uprooted and others, conversely, get involuntarily stuck. Nonetheless, also less-powerful people analyse, navigate, create, adapt, resist, avoid, plan, hope, duck, help, and so forth. Mobility lays bare the resilience and inventiveness of people confronted with a continuously changing world.

When so much is in motion, the question to whom one belongs becomes pertinent. Developing a sense of belonging inevitably rests on principles of inclusion and exclusion. Ethnicity, nationalism, and gender, through processes of (de)connecting are all manifestations of the twin processes of inclusion and exclusion. Processes of inclusion and exclusion can be reframed as questions about social cohesion and individuality.

Furthermore, regardless of the outcome of the question whether one tends to profit or to lose from these global movements, most persons will face new insecurities emanating from this mix of diversity, inequality, questions of belonging, and the challenge of understanding a world that seems in constant flux. Mobility, in short, is a crucial condition in which people shape their life worlds, confronting inequalities and uncertainties.

Onderwijsvorm

Lectures and tutorials.

Toetsvorm

Three written assignments (30% each), a correction of the first essay (5%), and a group presentation (5%). Attendance at and active participation in all lectures and tutorials is compulsory.

Literatuur

The list of readings will be announced on Canvas.

Doelgroep

Students of the Master in Social and Cultural Anthropology.

This course is also open as an elective course for students in the Master Educatie in de mens- en maatschappijwetenschappen and the Educatieve masteropleiding Leraar Voorbereidend Hoger Onderwijs in de zaakvakken

Intekenprocedure

You do have to register for the course, but you cannot enroll yourself for the tutorials; you will be assigned to a work group by the course coordinator.

Overige informatie

TOM-1 is taught simultaneously with the course Field Research Design (FRD), in which students learn methodological skills and develop their individual research plans. TOM-1 helps to give the research plans a theoretical foundation and the readings of TOM-1 form potential material for the research plans and later the Master theses of the students.

TOM-1 will be followed by TOM-2, in which students can choose between three specializations (for details, see the course description of TOM-2):

- Mobility and diversity
- Development and sustainability
- City, space and politics

During TOM-1 students make a choice for one of these three specializations of TOM-2 and in FRD they will seek to develop their research plan into the direction of one of these three specializations.

Theoretical Orientation on Mobility 2

Vakcode	S_TOM2 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	dr. E.W. Bal
Docent(en)	prof. dr. J.T. Sunier, prof. dr. D. Dalakoglou
Lesmethode(n)	Studiegroep
Niveau	500

Doel vak

As the main objective of this course, students develop further their skills of framing a research question theoretically, including making a well-informed assessment of the potentials and limitations of assorted theoretical concepts applied to topical issues.

Students integrate theoretical concepts of this course into their

respective research plans in the making (simultaneously written in the course Field Research Design). In order to integrate insights from this course as closely as possible with their research plan, students choose between one of three specialisations of TOM-2.

Students deepen their skill of composing a clear and creative, theoretically grounded, oral or written argument. They sharpen their presentation skills and learn to cooperate in small teams when they take responsibility for giving a full lecture.

Finally, students expand their critical and curious attitude, that is, an eagerness to question both accepted, scientific explanations and prevalent assumptions about phenomena that by some actors have been defined as 'societal problems'.

Inhoud vak

The content of this course is aligned with the research programme of the Department of Social and Cultural Anthropology, titled 'Mobilities, Belonging and Beliefs: Confronting Global Inequalities and Insecurities' (MOBB). We take up mobility in the broadest sense of the word as a conditioning and disciplining, but also a productive and enabling process. Mobility is about migration and exchange taking place on both a local and a global scale; it can lead to transnational lives and hybridization. The research programme is also about social mobility, life course mobility, and mobilities in terms of shifting societal stratification patterns. In order to enable the students to use as many of the theoretical notions of this course in their research plan, students can choose between three specialisations: Mobility and diversity; Development and sustainability; City, space and politics.

Mobility and diversity

Diversity has become a buzz word lately. It is often considered to be a core characteristic of modern society, and a direct consequence of globalization, mobility and the growth of urban landscapes. Diversity, be it cultural, ethnic, social or political, has been depicted as the key fundamental societal condition. In 2007 Vertovec published 'Super Diversity' in *Ethnic and Racial Studies* to denote contemporary migratory situations in the UK and elsewhere in Europe, but the term diversity has taken on a much more general meaning. During the course, we will discuss the theoretical and societal implications of diversity. We will assess its complexity given the fact that diversity is at once an analytical concept, a preferred characteristic of society, and a practice.

Development and sustainability

Historical events such as colonialism and the development of industrial capitalist economies in Europe led to a current world-system of unequal global distribution of wealth that we often call the split between developed and underdeveloped world. This phenomenon leads to very explicit political, social and economic conditions that dominate the world today. In this specialisation, we approach critically the ideas of development and their historical roots in 19th century and especially in the period after World War II. We analyse and talk about current international development policies and current trends within the development industry, approaching interactions between (inter)national stakeholders and local populations. We approach in reference to development themes such as civil society and State, global commodity chains, NGOs and International Organisations, poverty, industrialisation, urbanisation, family and kinship, religion and globalisation, structural adjustments, fair trade and ethical

capitalism, but also about resistance to development, de-growth, Commons or post-development theories, to mention just a few of the issues that we will discuss.

City, space and politics

Starting from Henri Lefebvre's fundamental insight that urban space (or any space for that matter) is not a given, but a social product, we see a whole series of questions opening up: who is in control of a certain space, by what means, for what purpose, who is contesting or resisting the current use of urban space, what do these spaces mean to people, etcetera? The questions evolving around the key issue how urban space is socially produced, is very important, because urban space subsequently has an enormous impact on people's behaviour, offering chances and forcing constraints upon them. When we study urban space from a mobility perspective, topics that are particularly pertinent are, among others: flânerie and automobility, movement in and out of public spaces, making borders and boundaries, forcing people out of dwellings while others fence themselves in in gated communities, social mobility, and creative destruction.

Onderwijsvorm

Lectures and tutorials.

Toetsvorm

Four written individual assignments (80%) and Group presentation (20%).

Literatuur

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

Vereiste voorkennis

Students who want to take this course must have actively participated in "Theoretical Orientation on Mobility part 1".

Doelgroep

Students in the Master Social and Cultural Anthropology.

This course is also open as an elective course for students in the Master Educatie in de mens- en maatschappijwetenschappen and the Educatieve masteropleiding Leraar Voorbereidend Hoger Onderwijs in de zaakvakken

Intekenprocedure

In this course you can not enroll yourself for the tutorials, but you will be assigned by the course coordinator. Note: You do have to register for the course, including the remaining corresponding parts!

Theories and Approaches in Comparative European Politics

Vakcode	S_TACEP ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	dr. P.J.M. Pennings
Examinator	dr. P.J.M. Pennings
Lesmethode(n)	Werkgroep

Niveau	400
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Doel vak

This course is meant to introduce the students to the contemporary state of the art in comparative political science.

Inhoud vak

This course provides students a thorough understanding of the key issues and main theories and approaches in comparative politics. This includes an in-depth knowledge of how the process of Europeanization affects politics and governance. The course will be concluded by means of a paper that discusses the strengths and weaknesses of the relevant theoretical approaches to a prominent puzzle in comparative politics.

Onderwijsvorm

Seminar: Instruction - Discussion - Assignments

Toetsvorm

In addition to a final individual paper, there will be presentations, weekly assignments and peer reviews. The course requires active participation which includes attendance and presentations.

Literatuur

To be announced. A number of recent articles will be selected that cover the main theoretical and comparative approaches to the politics and governance of European and OECD countries.

Doelgroep

Students of MSc Political Science.

Theories and Approaches in International Relations

Vakcode	S_TAIR ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Sociale Wetenschappen
Coördinator	prof. dr. P.H. Pattberg
Examinator	prof. dr. P.H. Pattberg
Docent(en)	prof. dr. P.H. Pattberg
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

Objectives and learning goals:

- To provide students with an overview of the theoretical foundations of IR, thus enabling them to analyse concrete historical developments from various theoretical perspectives;
- To teach students to critically reflect upon the meta-theoretical foundations - and their methodological and normative implications – of (social science) theory (increasing their reflexive knowledge of both the main traditions and of paradigmatic change);
- To familiarize students with the critical assessment of political science literature, in particular by placing it within a historical

context and by reflecting upon both the social constitution of theory as well as its socially constitutive effects.

Inhoud vak

Whereas IR traditionally (and narrowly) defined deals almost exclusively with relations between states, the 'discipline' has moved much beyond such a narrow state-centrism in order to embrace a much broader conception of world politics in which there is attention to both state and non-state actors and both interstate and other global social structures. This broader conception of world politics is point of departure for this introductory course and is in fact taken one step further by departing from the notion that contemporary world politics is of a fundamentally transnational nature. Thus, politics is not just between states but also the political struggle between various transnational interest groups, movements and social forces. Although there is no world polity, there is a European polity, and internationally there are numerous international organizations that constitute institutionalized structures of global governance. Policy, finally, is not just produced by states as foreign policy, but also by the aforementioned international organizations and by the EU. A second characteristic is that although we consider IR as a mature sub-discipline of political science which is grounded in various approaches and methods of general political science (and therefore clearly linked to the other stream of the MSc in Political Science), we also recognize the contributions from other disciplines (including philosophy, economics, sociology, anthropology, and law) to the field and stress the importance of interdisciplinary research. This course is structured as a historical overview of the development of the discipline, placed in a wider historical context of 'real-world' developments in the global system - stressing the obvious links between those developments and the development of theory - as well as in a wider social science context, trying to see how IR theory developed in relation to other disciplines and to wider debates within the social sciences. Next to the historical context considerable attention is given to the meta-theoretical assumptions (and methodological implications thereof) underlying various approaches and theories as we believe that these are key to understanding the major debates, and that - for their own research - it is important that students critically reflect upon those assumptions.

Onderwijsvorm

Seminar. Building on prior knowledge of students (i.e., students from our Bachelor's programme are assumed to have basic knowledge of the IR and European integration literature used in the bachelor, and students coming from outside to have an equivalent knowledge), students will work through the literature in tutorial form. The total amount of reading will be about 80 pages per session.

Toetsvorm

Participation, including three pieces of homework (30%) and one final essay (70%).

Literatuur

To be announced.

Doelgroep

MSc Political Science students.