



Amsterdam University College
Excellence and Diversity in a Global City

Course Catalogue
2016-2017

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900112ACC: Academic Writing Skills

Discipline	ACC
Theme	n/a
Track	n/a
Prerequisites	All students (apart from native speakers) should have exit level grade 8 in English VWO (or comparable). Remedial grammar work will be offered via self-study.

Academic Writing Skills provides an introduction to academic study and the foundational skills required for becoming a successful member of an interdisciplinary academic community. The syllabus reflects a progression of competence in the primary skills of academic reading, research, writing, and presentation (i.e. several activities build on each other). Activities will combine different media and will draw on the range of six AUC themes, emphasizing interdisciplinarity and diversity, demonstrating contemporary relevance and a global perspective, and – importantly – reflecting students' own interests. The course will accommodate different learning methods and styles and will provide students with detailed feedback on their writing. Each section of the syllabus will involve both a theoretical and a practical dimension, encouraging reflection and enabling students to learn by doing. The course culminates in an interdisciplinary academic conference, during which students actively participate in producing and responding to a series of formal research presentations. Students will: learn how to recognize and practice different genres and modes of academic discourse; improve reading comprehension and efficiency; learn how to handle reading material in an objective and critical manner; learn about and practice different genres of academic writing; develop the writing skills appropriate to different disciplines; learn how to recognize and apply different research methodologies; work independently and as part of a collaborative group; develop vocabulary appropriate to an academic environment; improve listening comprehension and develop presentation skills; participate in discussions and debates, and prepare presentations.

900121ACC: Basic Research Methods and Statistics

Discipline	ACC
Theme	n/a
Track	Maths
Prerequisites	Mathematics at exit level VWO Wiskunde A or B (or comparable). Remedial classes will be offered for students with deficiencies.

This course provides a general introduction into the methods of behavioural and social research. It covers four general fields: the foundations of behavioural and social sciences, research design, data collection and data analysis. Topics include: - The role of theory - Causality - Descriptive, explorative and testing research - Empirical cycle - Conceptualisation and scale construction - Populations and samples - Research designs - Experimental and quasi-experimental designs - Survey research - Independent, dependent, control and confounding variables - Validity and reliability - Collecting and representing data - Descriptive statistics (mean, variance, standard deviation) - Introduction to basic stochastics (probability, discrete and continuous stochastic variables) At the end of the course students are able to understand and evaluate elementary statistical and numerical reasoning. They acquire a basic knowledge of research methods and statistics and are able to apply descriptive statistical methods. Part of the course is dedicated to the practical application of these skills.

900124ACC/SCI: Calculus for Economics

Discipline	ACC
Theme	n/a
Track	Maths
Prerequisites	None

This course is intended for potential Social Science majors who are planning to study economics courses such as Fundamentals of Micro- and Macro Economics (200-level) and the advanced economics courses (300-level). This course provides an introduction to the Calculus of real-valued functions. It introduces some of the essential analytical tools of the Sciences, such as differentiation and integration, series expansions, differential equations, optimization and matrices. We will carefully define important mathematical concepts such as continuity and convergence and make it clear how Calculus is applied in Economics. Topics to be covered are: 1. Limits and continuity 2. Differentiation 3. Optimization 4. Linear approximation 5. Taylor's formula 6. Integration: the fundamental theorem of Calculus 7. Sums, areas, volumes and lengths 8. Techniques for integration 9. First and second order differential equations 10. Sequences and series 11. Functions of more variables: partial differentiation 12. The method of Lagrange multipliers 13. Multidimensional spaces, vectors, matrices 14. Double integration At the end of the course students will be familiar and comfortable with the basic concepts of Calculus described above. Moreover, they will be aware of the importance and applicability of Calculus in the Sciences.

900125ACC: Calculus

Discipline	ACC
Theme	n/a
Track	Maths
Prerequisites	Mathematics at exit level Wiskunde B or D (or comparable). Remedial classes will be offered for students with deficiencies.

The emphasis in the course is on differential and integral calculus in one and several variables. Topics include: - Limits and continuity - Differentiation: definition, meaning and rules; extreme values - Inverse functions, exponential and logarithmic functions - Linear approximations and Taylor polynomials - Integration, sums and areas, the fundamental theorem, methods for computing antiderivatives - Applications of integration to area, volume, lengths of curves - First order differential equations - Sequences, series and power series - Vectors and coordinate geometry in 3-space - Functions of two variables, partial derivatives - Multiple integration and iterated integration Students will also practice exercises in-class to improve their skills.

900127ACC: Linear Algebra

Discipline	ACC
Theme	n/a
Track	n/a
Prerequisites	900125ACC Calculus

Linear algebra is a branch of mathematics that turns up in an enormous variety of contexts. One reason is that many processes can be described with reasonable accuracy by a linear approximation (in which nonlinear interactions are neglected). Another reason is that some mathematical objects have an intrinsically linear structure (e.g. in group theory and geometry). This course aims to develop a good understanding of concepts and ideas in linear algebra, as well as the ability to perform matrix computations. We also discuss applications in physics, engineering, business and biology. These include Googlerank, curve fitting, linear regression, Markov chains, Leslie matrices and linear differential equations. Topics include: Linear equations, matrices and vectors Subspaces, dimension and rank Matrix with respect to a pair of bases (linear operators) Projections Determinants Eigenvalues, eigenvectors, diagonalisation Inner products and orthogonality Singular Value Decomposition Least square method, curve fitting Unitary, symmetric and self-adjoint matrices Jordan normal form Systems of linear differential equations

900128ACC: Statistics for Sciences

Discipline	ACC
Theme	n/a
Track	Maths
Prerequisites	900125ACC Calculus

This is a calculus-based applied statistics course intended for life science, pre-medicine and environmental science students. The course will ensure competence in using the statistical techniques necessary for their courses within these scientific disciplines, along with the foundational probability theory upon which the techniques are based. These include tests and confidence intervals for a difference in means or proportions, tests for goodness of fit and independence of variables, simple and multiple linear regression and logistic regression, and analysis of variance. Students will analyze real data using the R statistical package. Further topics include discrete and continuous probability distributions on one or more random variables, point estimation theory, the central limit theorem, and maximum likelihood estimation.

900131ACC: Dutch A1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	None. Students will take a diagnostic test prior to the language course.

Students learn to handle a variety of uncomplicated, basic communicative tasks, including understanding spoken Dutch, answering questions and reading texts. Common European Framework of Reference for languages levels A1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

900132ACC: Dutch A2

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	None Students will take a diagnostic test prior to the language course.

Students learn to handle a variety of uncomplicated, basic communicative tasks, including understanding spoken Dutch, answering questions and reading texts. Common European Framework of Reference for languages levels A2. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

900133ACC: French A1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	None Students will take a diagnostic test prior to the language course.

Students learn to handle a variety of basic communicative tasks, including understanding spoken French, speaking French, reading texts and writing short texts. Common European Framework of Reference for languages levels A1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Students learn essential verbs, nouns and cases while working to build vocabulary and learn the basics of French grammar and syntax. Students practice listening, speaking, reading and writing skills. Students will also be introduced to French culture through short texts from the internet, magazines and newspapers.

900134ACC: French A2

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	None Students will take a diagnostic test prior to the language course.

Students learn to handle a variety of basic communicative tasks, including understanding spoken French, speaking French, reading texts and writing short texts. Common European Framework of Reference for languages levels A2. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Students learn essential verbs, nouns and cases while working to build vocabulary and learn the basics of French grammar and syntax. Students practice listening, speaking, reading and writing skills. Students will also be introduced to French culture through short texts from the internet, magazines and newspapers.

900135ACC: German A1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	None. Students will take a diagnostic test prior to the language course.

Students learn to handle a variety of basic communicative tasks, including understanding spoken German, speaking German, reading texts and writing short texts. Common European Framework of Reference for languages levels A1 and A2. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Students learn essential verbs, nouns and cases while working to build vocabulary and learn the basics of German grammar and syntax. Students practice listening, speaking, reading and writing skills. Students will also be introduced to German culture through short texts from the internet, magazines and newspapers.

900136ACC: German A2

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	None. Students will take a diagnostic test prior to the language course.

Students learn to handle a variety of basic communicative tasks, including understanding spoken German, speaking German, reading texts and writing short texts. Common European Framework of Reference for languages levels A1 and A2. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Students learn essential verbs, nouns and cases while working to build vocabulary and learn the basics of German grammar and syntax. Students practice listening, speaking, reading and writing skills. Students will also be introduced to German culture through short texts from the internet, magazines and newspapers.

900137ACC: Spanish A1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	None. Students will take a diagnostic test prior to the language course.

Students learn to handle a variety of uncomplicated, basic communicative tasks, including understanding spoken Spanish, answering questions and reading texts. Common European Framework of Reference for languages levels A1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Students learn essential verbs, nouns and cases while working to build vocabulary and learn the basics of Spanish grammar and syntax. Students practice listening, speaking and reading skills. Students will also be introduced to Spanish culture through short texts from the internet, magazines and newspapers.

900138ACC: Spanish A2

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	None. Students will take a diagnostic test prior to the language course.

Students learn to handle a variety of uncomplicated, basic communicative tasks, including understanding spoken Spanish, answering questions and reading texts. Common European Framework of Reference for languages levels A1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Students learn essential verbs, nouns and cases while working to build vocabulary and learn the basics of Spanish grammar and syntax. Students practice listening, speaking and reading skills. Students will also be introduced to Spanish culture through short texts from the internet, magazines and newspapers.

900139ACC: Arabic I

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	None.

The Arabic language consists of two varieties: Modern Standard Arabic, which is used in writing, in the media and in formal speech, and colloquial Arabic, which refers to the different regional dialects that are used in informal speech. Modern Standard Arabic is understood by educated Arabic speakers across the Middle East and North Africa. In this course, students will learn the Arabic alphabet, as well as basic grammatical structures, syntax and vocabulary of Modern Standard Arabic. Students will also be introduced to the culture of the Arab world through short texts from the internet, magazines and newspapers. Upon completion of the course, students will be able to read and write the Arabic alphabet. Students learn to handle a variety of uncomplicated, basic communicative tasks, including understanding spoken Modern Standard Arabic, answering questions and reading texts.

900141ACC: The Global Identity Experience

Discipline	ACC
Theme	n/a
Track	n/a
Prerequisites	None.

The world is composed of a large variety of peoples and cultures, some constituting large majorities (in number, or merely in terms of power), others forming small minorities. In a sense, multicultural diversity is of all times. Relatively new is the emergence of modern nation states and ensuing, often official cultural communities with clearly articulated boundaries. There is, however, nothing static about this situation. Group-formation processes are ongoing historical processes which include outcomes of continuing political struggle, economic development, modernization and various globalisation processes (influence of mass media, migration, etc). The aim of this introductory course is to familiarize students with academic views and debates about the aforementioned matters. The course addresses various topics in relation to identity in a multicultural context, such as the politics of identity, transnationalism and migration, state-formation and nationalism, selforganization, politics of religion, globalisation and 'creolisation'. The following themes are included: - The relation between culture and ethnicity - Nationalism and long-distance nationalism - Colonisation and decolonisation - Migration and transnationalism - Identity politics and the politics of religion - Identity and gender - Processes of inclusion and exclusion - Processes of labelling, classification and categorization - Minority politics - Politics of commodification and cultural representation Students are theoretically sensitized to and prepared for issues arising from a multicultural context at the societal level in general as well as referring to their particular situation as students at an international college in a specific multicultural society. This will help them, on the one hand, to understand the main issues of world politics nowadays (e.g., terrorism and polarization) and, on the other hand, to cope with multicultural issues, and function academically, personally, and socially. - Students are provided with a brief (cultural, social, and political) orientation regarding the Netherlands. - The students' academic skill of critical self-reflection is developed. - The students' knowledge about and skills with respect to successful intercultural communication are developed. This will assist their academic performance. - Students are introduced to dialectical, multi-level, and multi-method thinking - Students are provided with a platform where they can share and discuss their own experiences with culture and identity. Throughout the course the link to students' academic and personal life and to their professional future will be emphasized.

900142ACC/HUM: Performing Arts

Discipline	HUM, ACC
Theme	n/a
Track	Culture, Culture
Prerequisites	None.

Please note there are two versions of the Performing Arts course. Semester 1, Theatre, Semester 2 Music. Please read the descriptions carefully (first theatre, then Music description). Performing Arts (theatre version, semester one) has two principal objectives: 1) Using a play text as a focus, we study from various angles the ideas of a number of practitioners of performance over the past 100 years. How would their varying approaches to 'performance' determine a final production of our chosen play text? 2) Using this academic knowledge and awareness of text and performance in action, we (write and) put on a theatre production before an audience. Thus, the theorized position of performance is brought to a practical manifestation. The course covers the ideas of Artaud, Bausch, Beckett, Brook, Copeau, Craig, Grotowski, Lepage, Meyerhold, Piscator, Schechner, Stanislavski & Robert Wilson. Each of these practitioners of performance has been seminal in defining our understanding of the diversity of the act of performance. In studying their contributions to the field, we might establish from what theoretical positions they work(ed), and under what circumstances their ideas are appropriate to performance today, and relevant to our own final performance. A musical variation (semester 2) of this course will also be given. Point of departure for the music version of the Performing Arts in semester two is the instrument we all carry with us: the human voice. Performing Arts: Music - Each year, the Performing Arts: Music course evolves around a different central theme, chosen by the group. Through weekly, both improvisation- and research-based assignments, we work toward a final performance. The nature and content of the final performance largely depends on the available instruments, the musical background, technical possibilities and taste of the participating students. - Point of departure in this journey is the instrument we all carry within us: the human voice. During the course, the students learn about the working mechanism of the voice and explore the possibilities of their own instrument by singing exercises, solo and ensemble pieces. We closely study the relationship of words and music in the vocal repertoire and its evolution throughout music history by e.g. comparing different settings of the same text. - Next to singing, instrumentalists are encouraged to take their instruments to the classes and play together in new formations. - To ease our work together, the students acquire basic knowledge of music theory (rhythm, melody treatment, basic harmony and music notation). - Guests from different fields of performing arts are invited to help preparing the performance. During the course two Open Stage evenings will be organized by the students where they can try out / show parts of their work in progress in front of an audience. - There are no prerequisites for this course. Instrumentalists are welcome just as well as singers and students without any previous experience in making music.

900143ACC/SSC/HUM: Chinese Studies

Discipline	SSC, HUM, ACC
Theme	n/a
Track	Culture
Prerequisites	None.

Over the past three plus decades, Chinese culture has undergone tremendous changes. Starting with a historical approach to contemporary China and a short introduction to its main language Mandarin, this course will subsequently zoom in on the cultural developments in China. While focusing on contemporary culture, the course readings will remain sensitive to the political and economic context. Examples of important cultural developments that will be further analysed in this course include the rise of the avant-garde visual arts movement from the 1980s onwards, the emergence of a vivid rock and pop culture and the development of a transnational Chinese cinema. Not only global but also regional cultural flows, most notably from Japan and South-Korea to China, will be analysed. The material implications of the changes will be scrutinized. After this course, students will have acquainted themselves with what is by many perceived as an upcoming global power, be aware of its histories (multiple, indeed), its politics, its economy and, particularly, its varied cultures both old and new. Most of all, they will become sensitive to the contradictions, contestations, inequalities and ambiguities that are always part and parcel of any understanding of Chinese cultures.

900151ACC/SCI: Big Questions in Science

Discipline	SCI, ACC
Theme	Life, Evolution, Universe
Track	Big Questions
Prerequisites	None.

This course introduces students to exciting ideas at the forefront of scientific research, and develops the attitude characteristic of a scientific approach to the world. The course will start from the Big Questions which are currently in the news: the scientific theory necessary to analyse and discuss these big questions effectively should derive from the different questions put forward in class. The content will cover the three broad areas of Physics, Earth Sciences and Life Sciences with clear overriding themes throughout the course. Some topics to be covered in the course are: 1. Physics: the Big Bang theory, radiation and nuclear energy, nuclear waste, the nature of science. 2. Earth Sciences: volcanoes and earthquakes, global climate change, rise in sea-level, managing environmental change. 3. Life Sciences: genetic counselling and engineering, GM-foods, evolution, cells and cancer, cognition and language. At the end of the course the following aims will have been realised. • Students appreciate the basic human drive for scientific enquiry. • Students understand the connection between sciences and their meaning. • Students will be aware of the spatial sizes and time scales of natural phenomena. • Students understand the most important turning points in science and technology. • Students become conversant with the interplay of science, technology and society. This course is suitable for students planning to major in either the Social Sciences or the Humanities.

900155ACC/SCC: Big Questions in Future Society

Discipline	SSC, ACC
Theme	n/a
Track	Sociology
Prerequisites	None.

We live in a rapidly changing society as is evidenced when we consider the digital revolution, global urbanization, and the shift in the balance of (economic and political) power between East and West. In this course we will consider the main developments and challenges facing our (global) society at the moment and what this may mean for future society. We will start with changes and developments which are apparent in present-day society and consider the political, sociological and economic consequences for these in the future. This course enables students to study these Big Questions from many different perspectives which link up to the various disciplines in the Social Sciences.

900156ACC/SCI/SSC: Big Data

Discipline	SSC, SCI, ACC
Theme	n/a
Track	Big Questions
Prerequisites	TBA

Data is increasingly accessible in large quantities, and is often a side product of regular activities. Companies such as Facebook have access to detailed behaviour logs from millions of users, as do operators of smart grids or health services. This paradigmatic shift from limited, often purpose-generated data to vast amounts of incidental data has been termed 'big data'. Big data raises questions on a technical level, requiring basic infrastructural and novel analytical techniques. Business utilising big data can be found throughout the digital economy. Big data is also highly relevant for policy, for example in public health, energy and environmental protection and traffic and urban planning; as well as to research in the sciences, social sciences, and humanities. However, these opportunities also raise ethical concerns, most prominently in the realm of privacy. The Big Data course is one of AUC's 'Big Questions' courses, which focus on broad questions in an interdisciplinary framework. It is built around the notion of a paradigm-shift towards big data, and proceeds through four stages: Philosophical: concepts and contexts, which introduce the Kuhnian theory of paradigm shifts and discuss the history of technology, computation, and information. Technological: from data to information, discussing the collection, storage, analysis, and modelling of data, and applications in the sciences. This section also lays down fundamental skills. Social: power shifts and case studies, which focus on the power shifts resulting from the paradigm shift towards big data through case studies on businesses, government policies, and the digital humanities. Universal: criticism and big issues, encompassing critical thinking about and analysis of technical, legal and moral dilemmas. The course Big Data aims to foster an appreciation of the opportunities brought about by big data, providing students with a framework within which to approach novel questions in all academic fields, business and the arts. At the same time, it emphasises critical thinking about the ethical, social, and technological issues engendered by big data.

900157ACC/HUM: Big Books, World Literature

Discipline	HUM, ACC
Theme	n/a
Track	Literature, Big Questions
Prerequisites	None

Big Books, World Literature will complement our very successful Big Books course which looks largely at the Western tradition. This world literature course will include works from Asian, Arabic and African sources.

900158ACC/HUM: Big History

Discipline	HUM, ACC
Theme	n/a
Track	History, Big Questions
Prerequisites	None.

This course offers an overview of human history placed within the context of the much longer history of life, the Earth, the solar system and the universe as a whole. This approach to human history is known as Big History. More information on big history can easily be found by surfing the Internet. Special attention will be paid to the last 10,000 years of human history, when culture took over as the main adaptive mechanism. This period witnessed the worldwide emergence of agriculture as well as the rise of state societies, while during the past five hundred years, globalization, science, industrialization, urbanization and democratization have all contributed to deeply transform human societies. During all the human history lectures we will systematically focus on how humans have been transforming their natural environment. The last lecture will deal with the question of what we may expect from the future. Our claim is that by looking at human history from a big history perspective, it becomes possible to understand both yourself and the world around you better in a way no other approach to history offers. Furthermore, by contemplating the grand sweep of history simple general theoretical principles emerge which would otherwise have remained unnoticed. These guiding principles will hopefully help you to better understand how everything has become the way it is now, as well as what the future may bring. The course consists of a series of about 25 lectures, followed by interactive sessions during which students will discuss important points of view and engage in challenging assignments. The required reading consists of one textbook as well as a few seminal articles.

900161ACC: Logic, Information Flow and Argumentation

Discipline	ACC
Theme	n/a
Track	n/a
Prerequisites	None.

The course offers a new style of introducing logic, bringing in basic ideas from (a) Argumentation theory, (b) "Information dynamics", (c) Complexity and computation, (d) Cognitive psychology, and (e) Game theory. Topics covered: - Basic structures in argumentation: valid and invalid patterns - Propositional logic: classification, information update, understanding the mathematical system behind reasoning patterns - Difficulties with propositional reasoning in practice: key psychological experiments, and new logic models for these - Information flow in questions and answers; agents and mutual knowledge - Connections with natural language and linguistics - Epistemic logic as a practical system for interactive reasoning, solving puzzles, and connections to information exchange, security, etc. - Dynamic logic and computation: control structures in conversation, argumentation, and action in general - Complexity: a sense for different levels of difficulty in (logical) tasks - Interaction and games The skills aspects of the course will be balanced with lectures placing logic in a historical and philosophical context. Students acquire basic knowledge of logic, argumentation, computation, and information, and become acquainted with applications in other disciplines. Special Interest The course will be internet-based, with various supporting tools, and it is part of a worldwide experiment in creating a new open course approach to logic, sponsored by the Dutch Ministry of Education. For the team behind this, see <http://science.uva.nl/~jasparas/LIA/LO>

900162ACC/HUM: History of Philosophy

Discipline	HUM, ACC
Theme	Cities and Cultures
Track	Logic and Philosophy
Prerequisites	None

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900179ACC: Chinese 1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	None

An introductory course in Mandarin Chinese.

900212ACC: Advanced Research Writing

Discipline	ACC
Theme	n/a
Track	n/a
Prerequisites	(900112ACC) Academic Writing Skills (or Academic English 1)

This course will provide targeted guidance to the writing of a capstone research thesis in the Humanities, Social Sciences or Sciences. The course will combine classes on research writing skills with specialized workshops on e.g. writing for the humanities, social sciences or sciences, technology and collaboration, ethical scholarship, professional writing etc.

Students will receive extensive feedback on their writing and will thus build up the skills which are essential for their academic work and writing the capstone thesis.

900213ACC/HUM: Creative Writing

Discipline	HUM, ACC
Theme	n/a
Track	Literature
Prerequisites	900111ACC Academic Writing Skills is required 900123HUM Text Genre is recommended For second and third year students

Students explore the practice and theory of creative writing before embarking on fully-fledged exercises in prose. Students will develop their skills in writing poetry, fiction and creative non-fiction. Journals, free-writing, guided writing, structured exercises and revision strategies will make up the course. Students will be encouraged to submit samples of their work from rough drafts to the final product. Students will also be encouraged to read in order to develop an eye and ear for form, tone, structure and style. At the end of the course students should have built up a portfolio of the different genres in creative writing. This course aims to further students' writing proficiency in English and familiarise them with techniques used in English prose writing and other genres.

900221ACC: Basic Research Methods and Statistics II

Discipline	ACC
Theme	n/a
Track	Maths
Prerequisites	900121ACC Basic Research Methods and Statistics

This course builds on the skills developed through BRMS (1st year course). The students will learn various quantitative approaches which are commonly used in social science research. The main aim of the course will be to teach students the ability to understand, conduct and interpret quantitative analyses of various empirical studies. Students will also conduct their own research project and regularly read and discuss method and results sections of empirical research articles from various disciplines. As in BRMS, we will continue to cover all discipline-independent aspects of creating new knowledge: • How to formulate a scientific question • How to plan an investigation bearing on that question • How to conduct the inquiry • How to present the data that result from your research • How to interpret your results, and extrapolate beyond your data • How to report the results in an appropriate way The central question we will address in this course is: How do I design and analyse research so that it will yield conclusions that are acceptable to critical peers? At the end of the course the student can; • Explain the basic ideas of item-response theory. • Understand the conceptual meaning of reliability and validity • Understand the meanings of and relationships between p-value, effect size and sample size. • Choose an appropriate technique to analyse data, based on a short description of a research design and question • Understand and can apply the following statistical analyses using SPSS: correlation, linear regression (simple and multiple), mediation analysis, 1way 2-way ANOVA, post hoc procedures, and interaction analyses • Critically read and understand the basics of methods and results sections in empirical papers from different fields. • Design and conduct independent research to solve basic research questions The course will be an alternating series of interactive lectures and practicals in which students learn the theoretical background as well as the application of several statistical techniques, including correlations, regressions, Chi-Square tests, t-tests, and ANOVAs. The practicals will mostly be used to learn coding, analysing, reporting and interpreting data using SPSS.

900222ACC/SSC: Qualitative Research Methods

Discipline	ACC
Theme	n/a
Track	n/a
Prerequisites	Students are required to have completed at least one 100-level course in the social sciences.

Quality and quantity are two dimensions of all empirical research. One is about the qualities or properties or attributes of the object under study, like age, social class, or the colour of someone's dress. The other is about the quantities or scales on which these properties are measured, like number of years, lower-middle-higher class, or degree of blueness. What is conventionally called 'qualitative' research aims to describe, interpret, and explain social reality primarily through the medium of language, as opposed to 'quantitative' research, which aims to do so primarily through the medium of mathematics. Yet in each and every research, both dimensions are present. The course in Qualitative Research Methods covers the epistemology of qualitative research, which is typically interpretive, exploring the meaningful experiences of the people under study. It is inductive, distilling theory from data rather than testing hypotheses on data. And it usually reasons from intensive case studies. The course provides instruction in and hands-on experience with often used qualitative methods: participant observation, interviewing, using historical documents and visual materials, and analysing networks. It also provides guidance in the analysis of qualitative materials and in writing. Empathy, sensitivity and reflexivity (the ability to think about one's own thinking) are encouraged throughout. Qualitative research is best learned and practiced as craft; the course therefore is very much hands-on. Students are invited to bring in their own research topics – e.g. prospective capstone projects – and explore these during the course. The program of the course will be finalized in consultation with the students and their individual needs. **EXTREMELY IMPORTANT:** 200-level Qualitative Research Methods has become essential for all 3rd-year students to take if they are planning to write a Social Science capstone using qualitative data (interviews, focus groups, discourse analysis, etc.) If they do not take this course in Semester 1, students run the risk of being refused capstone supervision. If students will be on Study Abroad during their 1st semester 3rd year, then they need to find and register for a Qualitative Research Methods class at that other university. The skills learned in this class are crucial to students' ability to write a qualitative capstone, and they will also be necessary when proceeding to graduate programs in the Social Sciences. Please discuss this with your tutors if you have any questions.

900223ACC/SCI: Computational Thinking

Discipline	SCI, ACC
Theme	n/a
Track	Maths
Prerequisites	TBA

Computational thinking is a digital age skill which is important for everyone, and not only computer scientists. We all need to understand how, when and where computers and other digital tools can help us solve problems. We also need to know how to communicate with others who can assist us with computer-supported solutions. It is a way of solving problems, designing systems and understanding human behavior by drawing on concepts fundamental to computer science. This includes: Formulating problems in such a way that computers and other tools can be used to help solve them; Logically organizing and analyzing data; Representing data through abstractions, such as models and simulations; Automating solutions through algorithmic thinking (a series of ordered steps); Identifying, analyzing and implementing possible solutions with the goal of achieving the most efficient and effective combination of steps and resources; Generalizing and transferring this problem-solving process to a wide variety of problems. Computational thinking is widely applicable across the Humanities, Social Sciences and Sciences. Some examples of applications are: Data Collection – studying population data in the social sciences, doing linguistic analysis in the humanities; Data Analysis – analyzing data from a scientific experiment, identifying patterns for different sentence types in linguistics; Abstraction – summarizing facts and deducing conclusions in the social sciences, using similes and metaphors in writing in the humanities; Algorithms and procedures – doing an experimental procedure in the sciences, writing instructions; Automation – using excel, using a spell checker; Simulation – simulating the movement of the solar system, playing (computer) games, doing a re-enactment from a story. This course will enhance critical thinking and analytical skills for students from all majors.

900239ACC: Arabic II

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900139ACC Arabic I

In this course, students will learn new grammatical structures, syntax and vocabulary. The course will focus on the four language skills: reading, writing, speaking and understanding Arabic. Students will continue to learn about the culture of the Arab world through watching television programmes and reading articles from newspapers and magazines. Students will complete a number of assignments, including writing exercises and listening exercises.

900242ACC/SSC: Global Leadership

Discipline	SSC, ACC
Theme	n/a
Track	n/a
Prerequisites	100-level course The Global Identity Experience

This course will give students an insight into the corporate world and international organisations. An important part of the course will consist of short research projects which will be carried out by the students for international companies and organisations. They will also look at the interdisciplinary study of the important elements of global leadership which include cross-cultural awareness and power-indices etc. A key competency for global leaders is cultural self-awareness which is the realization that one's own leadership practices are shaped by a particular environment and that there are other equally, or perhaps more viable ways of getting things done in a different context. The GLOBE dimensions (which follow on from Geert Hofstede's research) of culturally endorsed implicit leadership will be studied. This course will also link into civic engagement and ethical leadership questions and increase understanding of how human behavior affects the functioning of an organization in complex and dynamic environments.

900243ACC/SCI/SSC: Gastronomy: the Arts and Sciences of Cooking

Discipline	SSC, SCI, ACC
Theme	n/a
Track	n/a
Prerequisites	At least one 100-level (non-cross-listed) science course. Only for second and third year students.

Gastronomy: The Arts & Sciences of Cooking epitomizes the liberal arts and sciences philosophy, because it focuses on the applications of sciences (physics, chemistry & biology) in one of the most basic life skills, that of cooking. The course puts cooking into a broader societal and cultural perspective by using insights and theories from the social sciences and humanities. Among the topics covered are physics of heat, (micro)biology of foods, the chemistry of flavours, neuro-gastronomy, food culture and history, and food in arts. This course will not only be theoretical and discursive, but will also contain cooking exercises and lab sessions.

900244ACC/HUM: History and Heritage of the Dutch Golden Age

Discipline	HUM, ACC
Theme	Cities and Cultures, n/a
Track	Culture, History
Prerequisites	None.

The Golden Age, which corresponds roughly with the 17th century, was an extremely important period in Dutch history. The enormous increase in trading activity at that time not only increased social mobility but produced a wealthy merchant class. This merchant class was important for patronage of the arts, literature and science and the merchants were also in a position to influence urban planning and architecture of that time. Topics to be covered in the course include colonialism and trade; scientific discoveries; navigation; the Dutch East India Company and the Amsterdam Bank; tulip fever; the perceived tradition of religious tolerance in the Netherlands; still-life painting; the Dutch political scene and the Dutch Republic in the century Europe. Students will learn about historical developments in the Dutch Republic that made the 17th century such an important period for The Netherlands, the 'Golden Age', and will trace the significance of these developments to the present day.

900262ACC/HUM: Philosophy of Science

Discipline	HUM, ACC
Theme	n/a
Track	Logic and Philosophy
Prerequisites	Students are recommended to have completed at least two courses in their major.

In this course students will become acquainted with the most important ideas and analytical tools of philosophy of science, and they will develop the skills to use these tools and ideas for reflecting on the nature of contemporary scientific knowledge and its role in today's culture and society. After a brief introduction in which the aims and the significance of philosophy of science will be discussed, and its historical origins sketched, the course will focus on the issue of the unity of science. While traditional philosophy of science, in particular the logical-positivist movement, regarded science as essentially unified, this idea has been challenged in recent times. We will study the question of whether contemporary science is unified or dis-unified from three different perspectives. First, the methodological point of view: Are disciplinary methods fundamentally different or are they species of a single scientific method? Second, the issue of reductionism: Are the different sciences autonomous or is there a (hierarchical) relation between them? What does this imply for our view of the world and for the ways in which societal problems can be approached scientifically? Third, the debate about the nature of scientific explanation: Is there an essential difference between types of explanation and understanding in the natural sciences, social sciences, and humanities? Subsequently, we will apply our findings to the theme of interdisciplinarity. What does an interdisciplinary approach consist of, and what are the conditions for fruitful interdisciplinary research? We will apply our analysis of interdisciplinarity to concrete cases from the six themes in the AUC curriculum. Finally, we will investigate the impact of science on contemporary society and culture. Throughout the course we will draw on examples from the physical and biological sciences, as well as the social sciences and humanities. Students will be encouraged to relate the philosophical ideas and tools to their own specific fields of interest. Students will be provided with key concepts and approaches in contemporary philosophy of science and with the analytical tools needed for a considered reflection on the nature of scientific knowledge and its roles in today's culture and society.

900263ACC/SSC/HUM: Ethics

Discipline	SSC, HUM, ACC
Theme	n/a
Track	Logic and Philosophy
Prerequisites	Students are recommended to have completed at least two courses in their major.

What is the right thing to do? Do I really have a moral responsibility to others? Are there good reasons to act morally? Does morality have any foundation? This course in ethics will not only explore these questions in a systematic manner, but also engage with some of the most pressing problems in society today. Students will have the opportunity to develop familiarity with important ethical theories such as deontology, utilitarianism, virtue ethics and ethical relativism. They will be introduced to central philosophers such as Aristotle, Kant and Nietzsche and more modern writers such as Singer, Nussbaum and Neiman. Topics may include but are not limited to: • Euthanasia, human experimentation and other issues in medical ethics. • Terrorism, violence, equality and the limits of justice. • Animal rights, sustainability, and eco-radicalism. • Diversity and discrimination. This course will provide students with an excellent introduction to the ethical dimension of many of the themes that they are studying at AUC: social systems, health and well-being, and energy, climate and sustainability.

900265ACC/SCI/HUM: Advanced Logic

Discipline	SCI, HUM, ACC
Theme	n/a
Track	Logic and Philosophy
Prerequisites	900161ACC Logic, Information Flow and Argumentation, 100 level course

The aim of the 200-level advanced logic course is to provide the students with a deeper understanding of what logic is about. The course is a continuation of the introductory course 'Logic, Information flow and Argumentation'. As such, it maintains an interdisciplinary character and it draws connections with a variety of fields such as: philosophy of language, cognitive science, psychology of reasoning, mathematics, linguistics and natural language semantics, computer science, artificial intelligence, philosophy and history of logic. We will expand on the logics covered in the introductory course, namely, classical propositional and predicate logic, as well as dynamic epistemic logic. We will also motivate and introduce new systems, prominent in one or more of the fields mentioned above; for example, the students will be familiarised with intuitionistic logic, set theory, many-valued logics, tense logic, non-monotonic logic and game theory. In each case the students will learn to work within the respective logical systems and use their expressive powers, while asking critical questions about these systems and investigating their applications to various fields. We will explore the difference between the model theoretic and the proof theoretic approaches to logic, as well as study some interesting axiomatisations. In a few cases, a number of meta-logical results will be proven, such as the completeness theorem for classical propositional logic. Special attention will be devoted to philosophical questions surrounding the technical results.

900267ACC/HUM: Philosophical Problems

Discipline	HUM, ACC
Theme	ICC, Cities and Cultures, Social Systems
Track	Logic and Philosophy
Prerequisites	Logic AND Academic Writing Skills AND one of the following courses: History of Philosophy OR Classical and Modern Political Thought OR Philosophy of Science

The course offers an exploration of central problems and arguments in Western Philosophy, including:- Knowledge (What does knowledge amount to? What are its foundations? Do we ever know anything for sure?)- Reality (What kinds of things are there in the world? Are there only concrete objects like tables and chairs, or are there also abstract objects, like numbers or qualities?)- Authority and the state (What is the basis of our obligation to the state? What is the (moral) status of the state?)- Foundation of morality and justice (What grounds are there to consider something right or wrong, just or unjust?)- Personal Identity (What is it to be a person? What does it take a person to persist from one time to another?)- Beauty and taste (Is beauty a matter of taste?)- The meaning of life (What does it all mean...? How to value/evaluate (human) existence.)The course is organised thematically around these central concerns of Western Philosophy. We will study fragments of philosophical texts that deal with each of these problems, emphasising how the authors engage with different types of philosophical discourse and approaches: for instance, by the use of thought experiments, fictional narratives, puzzles, or paradoxes. The course is divided into three sections, each of them taught by a teacher from one of AUC's three majors (natural science, social science, humanities). Each teacher brings their own specific background to bear on the philosophical questions and methods discussed. In this way the course is accessible and interesting for students with a philosophical interest from any of the majors.

900271ACC: Dutch B1.1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900132ACC Dutch A2

This course aims at improving and developing skills and strategies to enable students to handle successfully more complicated oral and written tasks in Dutch. Common European Framework of Reference for languages levels B1.1 and B1.2 (Intermediate) Course outcomes: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes ambitions and briefly give reasons and explanations for opinions and plans. Students will increase their general vocabulary of verbs, nouns, articles and prepositions while gaining a greater knowledge of complex problems in Dutch grammar and syntax. Students will continue to learn about Dutch culture through short stories, novellas, films and TV programmes. Students will also be required to submit book reports and short essays.

900272ACC: Dutch B1.2

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900132ACC Dutch A2

This course aims at improving and developing skills and strategies to enable students to handle successfully more complicated oral and written tasks in Dutch. Common European Framework of Reference for languages levels B1.1 and B1.2 (Intermediate) Course outcomes: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes ambitions and briefly give reasons and explanations for opinions and plans. Students will increase their general vocabulary of verbs, nouns, articles and prepositions while gaining a greater knowledge of complex problems in Dutch grammar and syntax. Students will continue to learn about Dutch culture through short stories, novellas, films and TV programmes. Students will also be required to submit book reports and short essays.

900273ACC: French B1.1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900134ACC French A2

This course aims at improving and developing skills and strategies to enable students to handle successfully more complicated oral and written tasks in French. Common European Framework of Reference for Languages levels B1.1 and B1.2 (Intermediate) Course outcomes: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes ambitions and briefly give reasons and explanations for opinions and plans. Students will increase their general vocabulary of verbs, nouns, articles and prepositions while gaining a greater knowledge of complex problems in French grammar and syntax. Students will continue to learn about French culture through short stories, novellas, films and TV programmes. Students will also be required to submit book reports and short essays.

900274ACC: French B1.2

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900134ACC French A2

This course aims at improving and developing skills and strategies to enable students to handle successfully more complicated oral and written tasks in French. Common European Framework of Reference for Languages levels B1.1 and B1.2 (Intermediate) Course outcomes: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes ambitions and briefly give reasons and explanations for opinions and plans. Students will increase their general vocabulary of verbs, nouns, articles and prepositions while gaining a greater knowledge of complex problems in French grammar and syntax. Students will continue to learn about French culture through short stories, novellas, films and TV programmes. Students will also be required to submit book reports and short essays.

900275ACC: German B1.1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900136ACC German A2

This course aims at improving and developing skills and strategies to enable students to handle successfully more complicated oral and written tasks in German. Common European Framework of Reference for Languages levels B1.1 and B1.2 (Intermediate) Course outcomes: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes ambitions and briefly give reasons and explanations for opinions and plans. Students will increase their general vocabulary of verbs, nouns, articles and prepositions while gaining a greater knowledge of complex problems in German grammar and syntax. Students will continue to learn about German culture through short stories, novellas, films and TV programmes. Students will also be required to submit book reports and short essays.

900276ACC: German B1.2

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900137ACC German A2

This course aims at improving and developing skills and strategies to enable students to handle successfully more complicated oral and written tasks in German. Common European Framework of Reference for Languages levels B1.1 and B1.2 (Intermediate) Course outcomes: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes ambitions and briefly give reasons and explanations for opinions and plans. Students will increase their general vocabulary of verbs, nouns, articles and prepositions while gaining a greater knowledge of complex problems in German grammar and syntax. Students will continue to learn about German culture through short stories, novellas, films and TV programmes. Students will also be required to submit book reports and short essays.

900277ACC: Spanish B1.1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900138ACC Spanish A2

This course aims at improving and developing skills and strategies to enable students to handle successfully more complicated oral and written tasks in Spanish. Common European Framework of Reference for Languages levels B1.1 and B1.2 (Intermediate) Course outcomes: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes ambitions and briefly give reasons and explanations for opinions and plans. Students will increase their general vocabulary of verbs, nouns, articles and prepositions while gaining a greater knowledge of complex problems in Spanish grammar and syntax. Students will continue to learn about Spanish culture through short stories, novellas, films and TV programmes. Students will also be required to submit book reports and short essays.

900278ACC: Spanish B1.2

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	Spanish A2

This course aims at improving and developing skills and strategies to enable students to handle successfully more complicated oral and written tasks in Spanish. Common European Framework of Reference for Languages levels B1.1 and B1.2 (Intermediate) Course outcomes: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. Students will increase their general vocabulary of verbs, nouns, articles and prepositions while gaining a greater knowledge of complex problems in Spanish grammar and syntax. Students will continue to learn about Spanish culture through short stories, novellas, films and TV programmes. Students will also be required to submit book reports and short essays.

900303CIC: Internship

Discipline	ACC
Theme	n/a
Track	n/a
Prerequisites	-

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900304CIC: Community Project

Discipline	ACC
Theme	n/a
Track	n/a
Prerequisites	-

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900311CIC: Second Community Project

Discipline	ACC
Theme	n/a
Track	n/a
Prerequisites	-

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900312ACC/HUM: Advanced Creative Writing

Discipline	HUM, ACC
Theme	n/a
Track	Literature
Prerequisites	Creative Writing

(To be offered in June)AdvancedCreative Writing, 300-levelAdvanced Creative Writing is an extension of the principles learned in the existing Creative Writing course. Whereas the existing course deals with basic principles of genre and composition and asks students to complete several shorter writing assignments, this course will be more focused on advanced aspects of creative production. Students submit a proposal for their intended creative project at the beginning of the course and work on it throughout the class, assisted by peer critique and other forms of assessment. Alongside their project, in-class activities inform the students' work: lectures by the instructor and Amsterdam-based guest speakers, writing exercises, small group work and presentations by fellow students. Additionally, students are expected to have a research component attached to their project; this research component directs their project in an appropriate manner. Ultimately, students have to present their creative work to the class, discuss the rhetorical aims of their pieces, and answer questions concerning their final projects asked of them by a panel. This course should be attractive to HUM students who want to write – creatively or technically – for their profession, SSC or SCI students who recognize that writing will be alarge part of their desired profession, and all students who have an interest in working within the creative industries. Learning outcomes:-Students will learn how to work on larger creative projects.-Students will further their language and presentation skills.-Students will learn to receive and implement feedback on projects through multiple modes of critique.-Students will understand the importance of research to such projects. -Students will learn how to work under tight deadlines.

900312CICY: Third Internship

Discipline	ACC
Theme	n/a
Track	n/a
Prerequisites	-

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900323ACC/SSC/SCI: Advanced Research Methods and Statistics

Discipline	SSC, SCI, ACC
Theme	n/a
Track	n/a
Prerequisites	900121ACC BRMS; BRMS II is strongly recommended

In this course we will cover a series of techniques that go more into depth than those covered in BRMS and BRMS II. We will work extensively with data and learn how to analyze and interpret data at an advanced level. The course covers the following topics: - recap multivariate linear regression and ANOVA - complex regression models (e.g. mediated moderation) and MANOVA - dealing with violated regression assumptions - generalized linear models, i.e. regression models for categorical and limited dependent variables - methods of data reduction and scaling (e.g. PCA, correspondence analysis) - If time permits: introduction to structural equation modeling and multilevel analysis Advanced Statistics will be an essential preparation for those who are planning to do a Master's program in one of the quantitative social sciences such as Psychology, Economics, Sociology, Political Science, or Health Science.

900339ACC: Arabic III

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900239ACC Arabic II

In this course, students will gain a greater knowledge of complex grammatical structures and will increase their vocabulary. Students will continue to learn about the culture of the Arab world through short stories, newspaper articles and television programmes.

900341ACC/SSC/HUM: Religion and Democracy

Discipline	SSC, HUM, ACC
Theme	Cities and Cultures
Track	History
Prerequisites	For second and third year students

Compared to the centuries when religion ruled supreme, modern democracy is a recent phenomenon. Once the transition to democracy had been made, however, religion found itself in an entirely new context. Religion and democracy are not natural allies. Religion is at home in hierarchical societies; religion endows the hierarchical order with legitimacy; in fact, religion embodies the very principle of hierarchy since it postulates an ultimate authority. The democratic order is flat. Rulers have the mandate of the voters instead of a mandate by God. How does religion survive in the environment of the modern democracy? This course looks at the new faces of religion in India, Turkey, France, and the US. Different democracies and different religions. But the processes of religious change, triggered by the dynamics of democracy, show striking similarities between different religions in different contexts.

900361ACC/SCI: Mathematical Logic

Discipline	SCI, ACC
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Maths, Logic and Philosophy
Prerequisites	Third-year Science majors. Third year SSC and HUM majors with good mathematical skills. NB HUM majors should also have followed the 200-level Advanced Logic course. This is not strictly necessary for SCI and SSC majors.

In this course we study branches of logic -techniques and theorems- that are most relevant to mathematics. There are two sides to the relation of logic to mathematics. On the one hand, logic is concerned with so-called foundational questions about mathematics. Such questions lead to the development of formal systems that formalise parts of mathematics, e.g. axiomatisations of arithmetic, analysis, geometry etc. A central theme here is the expressive power of a logical system, and, in particular, whether the system is expressive enough to contain the mathematical theory at hand, so that properties of the logic immediately transfer to properties of the mathematical theory. On the other hand, logic is concerned with the proof of meta-mathematical results, such as consistency and decidability of particular formal systems, definability of certain notions of interest etc. These results include limitative theorems which establish the absolute limits of the deductive power of formal systems; a good example here is the famous Halting problem which roughly states that there is no method by means of which it can be decided for arbitrary computer programs whether they will eventually terminate on arbitrary input or run forever. Although such a limitative theorem belongs to theoretical computer science, its implications inform any application of computation as we know it. The techniques and theorems that we will study come from the four main areas of mathematical logic, which are: set theory, proof theory, model theory and recursion theory.

900361ACC/SCI/SSC/HUM: Moral Dilemmas in Medical Practice

Discipline	SSC, SCI, HUM, ACC
Theme	Health and Well-being
Track	Health, Logic and Philosophy
Prerequisites	Students are required to have completed at least two 200-level courses in their major.

Medical practice is characterised by moral dilemmas. What should a physician do when a patient asks for active termination of life because of unbearable suffering? What should professional caregivers do when an elderly patient refuses a diagnostic procedure which might help to determine the cause of physical problems? What should a nurse do when a psychiatric patient might become dangerous to himself or others? What should a genetic counsellor do when a person does not want her family to know that she has a hereditary condition which may be relevant for her relatives? In this course, these dilemmas will be studied from a theoretical perspective and investigated using methods for ethical case analysis. Topics include: - end of life decisions - responsibility in elderly care - coercion in psychiatry - genetics. The student will acquire knowledge of: - theories on medical ethics - moral dilemmas in health care - methods of case analysis - the practice of the ethical consultant The student is able to: - understand the significance of moral dilemmas in medical practice. - place these dilemmas in a theoretical perspective and analyse them methodically (discussions, paper). - interview a healthcare professional on ethical issues and analyse the transcript.

900362ACC/SSC: Legal and Social Philosophy

Discipline	SSC, ACC
Theme	n/a
Track	Law, Logic and Philosophy
Prerequisites	Law, Society and Justice (900142SSC) OR Classical and Modern Political Thought (900181SSC).

This course invites students to explore the use of law in society (legal ordering) philosophically. Whereas the first part focuses on mainstream legal and social philosophy, the second will be devoted to a number of more adventurous thinkers, primarily in the sphere of the Critical Legal Studies movement. A significant part of the course is devoted to the paper writing process, with a strong focus on individual guidance and feedback. As such this course also aims to prepare students for the capstone writing process. In fact, students may opt to use their papers as basis for writing a capstone in the sphere of legal and social philosophy.

900364ACC/HUM: Modern Philosophical Texts

Discipline	HUM, ACC
Theme	n/a
Track	Literature, Logic and Philosophy
Prerequisites	Students are required to have completed at least one course in the Philosophy track.

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900366ACC/HUM: Ancient Philosophical Texts

Discipline	HUM, ACC
Theme	Cities and Cultures
Track	Literature, Logic and Philosophy
Prerequisites	Students are required to have completed at least one course in the Philosophy track.

This course is offered in June. Socrates famously claimed that the “unexamined life is not worth living”. In this course we will read several ancient philosophical texts by Plato, Aristotle and Cicero, focusing on philosophical questions of metaphysics, epistemology, ethics, and politics. Students will acquire an understanding of how – for the ancients – answering questions about ethics or the good life, and about metaphysics and epistemology is a prerequisite for a healthy political system. All three philosophers start with a theory about the good life for human beings, and they challenge us to examine our own lives, views and opinions. Plato articulates his view of the good life in the first four books of the Republic. Aristotle expands on the ancient view of the good life in the Nicomachean Ethics, and Cicero gives the ancient Greek view a ‘Roman twist’ in On Duties. We will analyze the implications of the ancient view of the good life for politics by reading sections of Plato’s Republic and Plato’s Laws, Aristotle’s Politics and Cicero’s On the Commonwealth. We conclude the course with several articles discussing the relevance of ancient thought for ethical and political questions today.

900371ACC: Dutch B2.1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900271ACC Dutch B1.2

Students develop skills that enable them to handle a wide variety of communication tasks. This course also provides understanding of cultural aspects of the Netherlands. Common European Framework of Reference for Languages levels B2.1 and B2.2 (Upper Intermediate) Course outcomes: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either parties. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Students build on elements of vocabulary and syntax. Students learn the basics of academic writing and debate in Dutch and continue to learn about Dutch culture by reading short stories and one novel, as well as viewing and reporting on films and TV programmes.

900372ACC: Dutch B2.2

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900371ACC Dutch B2.1

Students develop skills that enable them to handle a wide variety of communication tasks. This course also provides understanding of cultural aspects of the Netherlands. Common European Framework of Reference for Languages levels B2.1 and B2.2 (Upper Intermediate) Course outcomes: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either parties. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Students build on elements of vocabulary and syntax. Students learn the basics of academic writing and debate in Dutch and continue to learn about Dutch culture by reading short stories and one novel, as well as viewing and reporting on films and TV programmes.

900373ACC: French B2.1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900274ACC French B1.2

Students develop skills that enable them to handle a wide variety of communication tasks. This course also provides understanding of cultural aspects of France and other French speaking countries. Common European Framework of Reference for Languages levels B2.1 and B2.2 (Upper Intermediate) Course outcomes: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either parties. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Students build on elements of vocabulary and syntax. Students learn the basics of academic writing and debate in French and continue to learn about French culture by reading short stories and one novel, as well as viewing and reporting on films and TV programmes.

900374ACC: French B2.2

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900373ACC French B2.1

Students develop skills that enable them to handle a wide variety of communication tasks. This course also provides understanding of cultural aspects of France and other French speaking countries. Common European Framework of Reference for Languages levels B2.1 and B2.2 (Upper Intermediate) Course outcomes: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either parties. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Students build on elements of vocabulary and syntax. Students learn the basics of academic writing and debate in French and continue to learn about French culture by reading short stories and one novel, as well as viewing and reporting on films and TV programmes.

900375ACC: German B2.1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900265ACC German B1.2

Students develop skills that enable them to handle a wide variety of communication tasks. This course also provides understanding of cultural aspects of Germany and other German speaking countries. Common European Framework of Reference for Languages levels B2.1 and B2.2 (Upper Intermediate) Course outcomes: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either parties. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Students build on elements of vocabulary and syntax. Students learn the basics of academic writing and debate in German and continue to learn about German culture by reading short stories and one novel, as well as viewing and reporting on films and TV programmes.

900376ACC: German B2.2

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900375ACC German B2.1

Students develop skills that enable them to handle a wide variety of communication tasks. This course also provides understanding of cultural aspects of Germany and other German speaking countries. Common European Framework of Reference for Languages levels B2.1 and B2.2 (Upper Intermediate) Course outcomes: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either parties. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Students build on elements of vocabulary and syntax. Students learn the basics of academic writing and debate in German and continue to learn about German culture by reading short stories and one novel, as well as viewing and reporting on films and TV programmes.

900377ACC: Spanish B2.1

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900278ACC Spanish B1.2

Students develop skills that enable them to handle a wide variety of communication tasks. This course also provides understanding of cultural aspects of Spain and other Spanish speaking countries. Common European Framework of Reference for Languages levels B2.1 and B2.2 (Upper Intermediate) Course outcomes: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either parties. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Students build on elements of vocabulary and syntax. Students learn the basics of academic writing and debate in Spanish and continue to learn about Spanish culture by reading short stories and one novel, as well as viewing and reporting on films and TV programmes.

900378ACC: Spanish B2.2

Discipline	ACC
Theme	n/a
Track	Languages
Prerequisites	900377ACC Spanish B2.1

Students develop skills that enable them to handle a wide variety of communication tasks. This course also provides understanding of cultural aspects of Spain and other Spanish speaking countries. Common European Framework of Reference for Languages levels B2.1 and B2.2 (Upper Intermediate) Course outcomes: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either parties. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Students build on elements of vocabulary and syntax. Students learn the basics of academic writing and debate in Spanish and continue to learn about Spanish culture by reading short stories and one novel, as well as viewing and reporting on films and TV programmes.

900390HUM: Capstone Fieldwork Clinic

Discipline	SSC, SCI, HUM, ACC
Theme	n/a
Track	n/a
Prerequisites	-

Depends on the capstone.

900111HUM: Theme Course I Introduction to Cities and Cultures

Discipline	HUM
Theme	Cities and Cultures
Track	Theme
Prerequisites	None

Introduction to course subject This course will offer an introduction to theoretical concepts and practices in the field of the broad humanities by examining the complex connections between cultural and urban life. In the modern age, city life has increasingly come to shape our understanding of culture and social interaction, while the 'global village' of digital culture can be viewed both as an extension of this urban paradigm and as a potential way of breaking free of the alienation associated with modern cities. Using examples and case studies drawn from literature, film, tv, history, philosophy, comics, art, photography, and architecture, this course will stimulate an interdisciplinary conceptual approach to cities and cultures. Relevant questions in the field Throughout the course, we will investigate and debate the relationship between cities and cultures: is cultural life the same thing as metropolitan life? Does being "cultured" also mean being "urban"? How have cities shaped our understanding of art, history, identity, and popular culture? And how do our media and artworks in turn shape our understanding of cities? How can a broad humanities perspective help us understand the complex relationship between cities and cultures? Key concepts and theories The course will be structured by a series of key theoretical concepts that bring together our understanding of both cities and cultures, and which can help us formulate answers as well as introduce new questions: 1) History and narrative 2) Industry and labor 3) Culture and identity 4) Digitization and globalization 5) Power and resistance Key methodologies used The course will offer an introduction to urban studies by using a variety of methods and theoretical frameworks primarily from the humanities, but also from other academic traditions. The joint disciplines of cultural theory and urban studies will occupy a central position throughout, and we will use a variety of case studies to discuss and interrogate methods and practices from literary theory, film and television studies, gender studies, human geography and popular geopolitics, art history, postcolonial theory, and globalization studies.

900123HUM: Text and Genre

Discipline	HUM
Theme	Cities and Cultures
Track	Literature
Prerequisites	n/a

This course provides an introduction to the study of literary genres (poem, play, novel) as well as detailed study of the relationship between literary texts and their cultural and historical contexts. The course emphasizes the development of close reading and analytical skills and encourages students to acquire a working knowledge of the social and political milieus in which the authors under study wrote. We address both canonical and non-canonical, Anglophone and world literatures, in order to consider current literary debates about the social, educational, and political values of literature.

900131HUM: Film History

Discipline	HUM
Theme	Cities and Cultures
Track	Film
Prerequisites	None

This course introduces students to both the concept and the phenomenon of Film History. Approaching the subject from various disciplines (philosophy, politics, aesthetics, science and technology, etc.), students will be required to confront a central question that will reappear throughout the semester, namely, "what is cinema?" Beginning with the prehistory of film in the 18th century (magic lantern shows, visual toys, etc.), the course will critically follow film's social, aesthetic, and technological developments up until the present day. In doing so, we will examine the close relationship between cinema and society, especially in relation to key historical events of the 20th century, such as WWI and WWII. Additionally, students will be asked to analyze the political and ideological uses of documentary and narrative cinema, at various historical junctures, and in specific cultural contexts (national, postcolonial, queer, etc.). Special attention will be paid to concepts in film studies, such as the 'cinema of attractions,' the 'language of cinema', and 'auteur theory,' in addition to important film genres and aesthetic movements (German- expressionism, Italian neo-realism, la Nouvelle Vague, etc.). During the final weeks of the course, we will look at the current state and future of cinema, where digital modes of production and distribution, as well as participatory audiences, might be fundamentally transforming the very concept of film itself.

900142ACC/HUM: Performing Arts

Discipline	HUM, ACC
Theme	n/a
Track	Culture, Culture
Prerequisites	None.

Please note there are two versions of the Performing Arts course. Semester 1, Theatre, Semester 2 Music. Please read the descriptions carefully (first theatre, then Music description). Performing Arts (theatre version, semester one) has two principal objectives: 1) Using a play text as a focus, we study from various angles the ideas of a number of practitioners of performance over the past 100 years. How would their varying approaches to 'performance' determine a final production of our chosen play text? 2) Using this academic knowledge and awareness of text and performance in action, we (write and) put on a theatre production before an audience. Thus, the theorized position of performance is brought to a practical manifestation. The course covers the ideas of Artaud, Bausch, Beckett, Brook, Copeau, Craig, Grotowski, Lepage, Meyerhold, Piscator, Schechner, Stanislavski & Robert Wilson. Each of these practitioners of performance has been seminal in defining our understanding of the diversity of the act of performance. In studying their contributions to the field, we might establish from what theoretical positions they work(ed), and under what circumstances their ideas are appropriate to performance today, and relevant to our own final performance. A musical variation (semester 2) of this course will also be given. Point of departure for the music version of the Performing Arts in semester two is the instrument we all carry with us: the human voice. Performing Arts: Music - Each year, the Performing Arts: Music course evolves around a different central theme, chosen by the group. Through weekly, both improvisation- and research-based assignments, we work toward a final performance. The nature and content of the final performance largely depends on the available instruments, the musical background, technical possibilities and taste of the participating students. - Point of departure in this journey is the instrument we all carry within us: the human voice. During the course, the students learn about the working mechanism of the voice and explore the possibilities of their own instrument by singing exercises, solo and ensemble pieces. We closely study the relationship of words and music in the vocal repertoire and its evolution throughout music history by e.g. comparing different settings of the same text. - Next to singing, instrumentalists are encouraged to take their instruments to the classes and play together in new formations. - To ease our work together, the students acquire basic knowledge of music theory (rhythm, melody treatment, basic harmony and music notation). - Guests from different fields of performing arts are invited to help preparing the performance. During the course two Open Stage evenings will be organized by the students where they can try out / show parts of their work in progress in front of an audience. - There are no prerequisites for this course. Instrumentalists are welcome just as well as singers and students without any previous experience in making music.

900142HUM: Periods and Genres: Modern

Discipline	HUM
Theme	Cities and Cultures
Track	Art History
Prerequisites	None

Periods and Genres: Modern is an introduction to art starting in the early Renaissance and continuing up to the present day. The course emphasizes visual literacy in a historical context. The material includes works of art and architecture drawn from a range of world cultures. By the end of the semester students should be able to recognize and analyse the differences among the major periods, artists, genres, and theories of art. The course will help students develop a familiarity with the art and broader cultural background of several non-western traditions. Students will develop the basic vocabulary for the formal analysis of art objects, and gain an understanding of the variety of social and historical contexts that have shaped artistic production in the periods discussed. Examples will include the visual arts of Africa and Asia, the Renaissance in Italy and the Dutch Republic, the Baroque period in France, the advent of modernity in the 19th century, the 20th-century avant-gardes, and postmodernism. Periods and Genres: Modern is complemented by the other introductory art history course, Periods and Genres: Early. The combination provides a comprehensive overview of the field of art history. It is important to note, however, that both courses also function independently and it is not necessary to take both or to take them consecutively.

900143ACC/SSC/HUM: Chinese Studies

Discipline	SSC, HUM, ACC
Theme	n/a
Track	Culture
Prerequisites	None.

Over the past three plus decades, Chinese culture has undergone tremendous changes. Starting with a historical approach to contemporary China and a short introduction to its main language Mandarin, this course will subsequently zoom in on the cultural developments in China. While focusing on contemporary culture, the course readings will remain sensitive to the political and economic context. Examples of important cultural developments that will be further analysed in this course include the rise of the avant-garde visual arts movement from the 1980s onwards, the emergence of a vivid rock and pop culture and the development of a transnational Chinese cinema. Not only global but also regional cultural flows, most notably from Japan and South-Korea to China, will be analysed. The material implications of the changes will be scrutinized. After this course, students will have acquainted themselves with what is by many perceived as an upcoming global power, be aware of its histories (multiple, indeed), its politics, its economy and, particularly, its varied cultures both old and new. Most of all, they will become sensitive to the contradictions, contestations, inequalities and ambiguities that are always part and parcel of any understanding of Chinese cultures.

900143HUM: Periods and Genres: Early

Discipline	HUM
Theme	Cities and Cultures
Track	Art History
Prerequisites	None

This course introduces students to the study of art using examples that range from the earliest cave paintings through to the Middle Ages. It will emphasise visual literacy in a historical context and, by the end of the semester, students should be able to recognize and analyse the differences among the major periods, artists, genres, and theories of art. The course will also help students develop a familiarity with the art and broader cultural background of several non-western traditions. Students will develop the basic vocabulary for the formal analysis of art objects, and gain an understanding of the variety of social and historical contexts that have shaped artistic production in the periods discussed. Examples will include the visual arts of the Near East, Egypt, Greece, Ancient Rome, Byzantium, Islam, and northern Europe during the medieval period. Periods and Genres: Early will complement studies in philosophy, the classics, and religion, with a serious engagement in visual production of related fields. Periods and Genres: Early is complemented by the second introductory art history course, Periods and Genres: Modern, and the combination provides a comprehensive overview of the field of art history. It is important to note, however, that both courses also function independently and it is not necessary to take both or to take them consecutively.

900153HUM: Media and Communication

Discipline	HUM
Theme	ICC
Track	Communication
Prerequisites	n/a

This course is a broad survey of and introduction to the field of mass media and masscommunication. Students will not only recognize the role of media in changing political, socialand cultural dynamics on the local, regional, and global stage, but will also critique andanalyze the variety of relationships between media and their audiences. Its main aim is tointroduce students to the various dimensions of the media so that they can independentlyand competently consider and criticize mass media content and policy. It will focus on threeprimary elements: 1. Theories : How information is processed, perceived and communicated;how information impacts individuals and societies. 2. Medium: The history, structure,organization, distribution and control of individual media: print and electronic. 3. Influence:How media are consumed and how they impact society and its institutions

900154ACC/HUM: Big Books

Discipline	HUM
Theme	n/a
Track	Literature, Big Questions
Prerequisites	None.

The book is one of the strongest and most lasting bearers of intellectual heritage. For centuries human life, social debate, great ideas and revolutions have been codified in books to be activated by readers near and far in time and space. Big Books examines works of paramount importance in Western history and explores their possible meanings. We will ask questions such as who reads and has read big books? What are the effects of these books on art, society or history in general? What do these works tell us about our past and present culture? And why are big books relevant to our future? These texts of major significance from literature, philosophy, the human sciences, and politics will all be from a cultural and historical perspective. This course introduces students to a number of important books in the Western tradition and will acquaint students with the historical, cultural, political and economic context of these works. In discussing these works, students will develop a keener appreciation of the various influences that we are subject to when we think about what it means to be human.

900157ACC/HUM: Big Books, World Literature

Discipline	HUM, ACC
Theme	n/a
Track	Literature, Big Questions
Prerequisites	None

Big Books, World Literature will complement our very successful Big Books course which looks largely at the Western tradition. This world literature course will include works from Asian, Arabic and African sources.

900158ACC/HUM: Big History

Discipline	HUM, ACC
Theme	n/a
Track	History, Big Questions
Prerequisites	None.

This course offers an overview of human history placed within the context of the much longer history of life, the Earth, the solar system and the universe as a whole. This approach to human history is known as Big History. More information on big history can easily be found by surfing the Internet. Special attention will be paid to the last 10,000 years of human history, when culture took over as the main adaptive mechanism. This period witnessed the worldwide emergence of agriculture as well as the rise of state societies, while during the past five hundred years, globalization, science, industrialization, urbanization and democratization have all contributed to deeply transform human societies. During all the human history lectures we will systematically focus on how humans have been transforming their natural environment. The last lecture will deal with the question of what we may expect from the future. Our claim is that by looking at human history from a big history perspective, it becomes possible to understand both yourself and the world around you better in a way no other approach to history offers. Furthermore, by contemplating the grand sweep of history simple general theoretical principles emerge which would otherwise have remained unnoticed. These guiding principles will hopefully help you to better understand how everything has become the way it is now, as well as what the future may bring. The course consists of a series of about 25 lectures, followed by interactive sessions during which students will discuss important points of view and engage in challenging assignments. The required reading consists of one textbook as well as a few seminal articles.

900161HUM: Introduction to Literary and Cultural Theory

Discipline	HUM
Theme	Cities and Cultures
Track	Literature
Prerequisites	None

This course introduces students to the history, theory, and practice of various methods of interpretation that are used across the Humanities disciplines for the study of literary texts and other artefacts. The schools and methods of interpretation that are covered in the course include: New Criticism, Russian formalism, (post-)structuralism, narratology, deconstruction, psychoanalysis, feminism and gender studies, Marxist criticism, historicism and cultural studies, postcolonial theory, and reader response theory. As the course progresses, you will become familiar with the main principles and ideas of each of those schools of interpretation, both through the first-hand study of some central theoretical texts and through the reflective development of your own interpretative skills and practices. Strategic use will be made of short stories and other primary texts, which will be discussed and analysed in class in order to illustrate, examine, and critically interrogate the theories and methods of interpretation under discussion. By the end of the course, you will be able to read literary and cultural theory independently, with a keen understanding of the different schools of thought feeding into it. You will be able to analyse primary literary texts in terms of their internal features and make-up, their social and cultural functions, and their ideological implications. And you will be able to express opinions and develop arguments about those texts and their role in society and culture that are informed by a critical and reflective use of interpretative principles and tools. While the course places a significant emphasis on theoretical debates emerging from the field of literary studies, it also lays the foundations for your conversance with the more theoretical debates within film studies, visual studies, media theory, and other areas of Humanities scholarship.

900162ACC/HUM: History of Philosophy

Discipline	HUM, ACC
Theme	Cities and Cultures
Track	Logic and Philosophy
Prerequisites	None

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900164HUM: Introduction to Cultural Analysis

Discipline	HUM
Theme	Cities and Cultures
Track	Culture
Prerequisites	None

This course introduces students to the key concepts, analytical strategies and interpretive models used in cultural studies. As such, the course provides a comprehensive and coherent introduction to the disciplinary and historical contexts of the field, as well as to a diverse range of courses available in the Culture track. It also offers ways to apply some of the theoretical paradigms addressed in Introduction to Literary and Cultural Theory to cultural processes and cultural products, or artifacts, in their social, political, aesthetic and ethical contexts.

900165HUM: Early to Modern History

Discipline	HUM
Theme	Cities and Cultures
Track	History
Prerequisites	None

With complex and far-reaching developments like the Renaissance, the Reformation, the Scientific Revolution, the Agricultural Revolution, Tulipmania and the South Sea Bubble, the Commercial Revolution, the Transport Revolution, the development of the public sphere, and the political revolutions at the end of the eighteenth century, the early modern era (1450-1850) seems a period full of dramatic revolutions and crises. This course will study those moments of crisis, change and revolt, introducing the students to the major political, religious, economic, social and scientific developments in Europe. It encourages students to connect events and phenomena from the early modern period to recent developments. How, for instance, can we compare the 1720's South Sea Bubble to the recent financial crisis? Can we compare early modern interest in gossip and slander with modern blog practices? What revolutions are remembered, what revolutions forgotten? Students will explore how ideas and practices concerning power, knowledge, truth, and beauty; material wealth and 'progress'; social morality and justice; cultural, national, and European identities; God and mankind; and everyday life shifted at different times. Students will develop their own critiques about these historical developments, and will also be actively encouraged to assess how the ideas and practices that developed in the early modern period are still used (and perhaps abused) today. The course will also incorporate visits to various cultural heritage institutions and places of cultural memory (like the Boerhaave Museum in Leiden, the Amsterdam Museum, or the Amsterdam Stock Exchange).

900191SSC/SCI/HUM: Theme course: Introduction to ICC

Discipline	SSC, SCI, HUM
Theme	ICC
Track	Theme
Prerequisites	None.

Humans sense, act, think, feel, communicate, learn and evolve. We see these capabilities increasingly also in machines. This course aims to develop a first understanding of how humans and machines make sense of the natural environment from all the physical signals pouring into them. Information from the world around us will be related to the structure of our brain and basic cognitive tasks such as language, sensory perception, intelligent interaction, and action. In parallel, the course will introduce how machines can encode information, store it, reason with it and retrieve it later to guide behaviour. The course is particularly relevant for students interested in crossing the divide between (physical, life, social) sciences to cooperatively i) step up progress in cognitive information processing in both man and machine, and ii) develop new applications and technologies serving society. Topics covered include, information structure, pattern recognition and machine learning, man-machine interaction, collective intelligence, mediated communication, expression and emotion, memory, brain structure, neuronal processing, visual consciousness, social cognition.

900213ACC/HUM: Creative Writing

Discipline	HUM, ACC
Theme	n/a
Track	Literature
Prerequisites	900111ACC Academic Writing Skills is required 900123HUM Text Genre is recommended For second and third year students

Students explore the practice and theory of creative writing before embarking on fully-fledged exercises in prose. Students will develop their skills in writing poetry, fiction and creative non-fiction. Journals, free-writing, guided writing, structured exercises and revision strategies will make up the course. Students will be encouraged to submit samples of their work from rough drafts to the final product. Students will also be encouraged to read in order to develop an eye and ear for form, tone, structure and style. At the end of the course students should have built up a portfolio of the different genres in creative writing. This course aims to further students' writing proficiency in English and familiarise them with techniques used in English prose writing and other genres.

900221HUM: Adaptation Studies

Discipline	HUM
Theme	Cities and Cultures
Track	Literature, Film
Prerequisites	For HUM, Introduction to Literary and Cultural Theory 900161HUM. For SCI, any 100-level Humanities course in Film or Literature and/or ILCT. For SSC, any 100-level Humanities course in Film or Literature and/or ILCT.

Although the originality of a work of literature or art has often been privileged as the main criterion for evaluation, writers, playwrights, filmmakers and artists have always looked to previous works for inspiration. Adaptation, in other words, has always played a leading role within literature and culture as a primary mode of creative transfer and production. Arguably, globalization and advancing technologies have made (and are making) processes of adaptation increasingly complex, by increasing the scope and modes of reception and interaction across cultures and genres. This class examines the theory and the practice of adaptation. We will consider adaptation as a cultural product (primarily from literature and film, but also including theatre, art, media, etc) and as a cultural process, in which an existing work is adapted to another medium or form, or to another context or culture. We do so from an interdisciplinary and international perspective. In the introductory part of the course, we will explore possible frameworks for analysing adaptation. Students will be introduced to a) the main issues and debates involved in adaptation studies and b) some of the primary “tools” that have been proposed for the study of adaptations. Throughout the course we will:

1. attempt to move beyond (i) the idea that adaptations and their ‘source’ texts represent a singular and one-directional line of influence from past to present; and (ii) the kind of comparative reviews that focus on ‘good’ originals and ‘bad’ adaptations;
2. interrogate the dialogue between multiple versions of a narrative ‘pre-text’ (i.e. our case studies): how and why do adaptations modify their sources in a particular way? How are stories adapted to particular aesthetic, commercial, social, or political demands – and are particular modes (e.g. film, novels, games...) more suited than others for these purposes? How do adaptations move across different cultures, genres, and time periods? With the case study adaptations as our points of departure, we will consider different approaches to and theorisations of adaptation and examine various relevant notions, such as originality, fidelity, authenticity, universality, history, myth, canon, and genre. Throughout the course, students will be asked to bring in their own examples of adaptations to discuss in class.

900225HUM: Literature and Science

Discipline	HUM
Theme	Cities and Cultures, Social Systems
Track	Literature
Prerequisites	For HUM, 900161 HUM Introduction to Literary and Cultural Theory. For SSC, any 100-level Humanities course. For SCI, any 100-level Humanities course. For second and third year students.

This course will explore the relationships between scientific discovery and cultural imagination, production, and representation. We will consider the ways in which imaginative literature in particular, but also art cinema, and the media, addresses, responds to, and creates popular science, while also considering works of science which make use of literary strategies. Together, this collection of texts will encourage us to re-examine the relationships between scientific and literary communities in order to draw conclusions about the role of creativity in scientific discourse and the part literature has to play in reflecting critically on scientific developments in a range of historical and cultural contexts. From Renaissance explorations of the relationship between science, magic, the imagination, to the emergence of 'science fiction' and evolutionary Darwinism in the nineteenth century, to the development of late-twentieth century cyberpunk and beyond, this course will analyse the treatment of such recurring themes as the 'mad' scientist, utopian and dystopian visions, intelligent machines and monsters, travel through time and space, science fantasy and prophesy, science and crime fiction, and science and the mind.

900226HUM: Fictions of Empire

Discipline	HUM
Theme	Cities and Cultures
Track	Literature
Prerequisites	900154ACC/HUM Big Books, OR 900161HUM Introduction to Literary Cultural Theory, OR 900123HUM Text and Genre. This is a course for second and third year students.

In the first part of the course we will read 'the literary Caucasus', a body of literature that presents the endeavours of Russia to extend its empire into and beyond the Caucasus, bringing it into violent confrontation with both local tribes and the Ottoman empire (roughly 1830-1900, with a brief excursus to the Chechen war of the 1990s). Works by Pushkin and Tolstoy, poetry and prose, will serve as central texts. In parallel we will read from the major thinkers in the field of postcolonial studies, primarily Fanon and Said. The focus will then move to the Dutch East Indies and Dutch colonial literature, both by colonizers and colonized. The main focus will be on a discussion of Multatuli's *Max Havelaar* (1860), a seminal text in a literary and in a political sense. Other reading will include texts by Dutch and Indonesian writers. We will also extend our reading of postcolonial criticism with work by Homi K. Bhabha and Spivak (among others). The text for the final part of the course is V.S. Naipaul's *A Bend in the River* (1979). It will be the basis for discussing literary approaches to the complex issues of race, identity and nationhood from a non-western perspective. Students will contribute other texts of their own choosing from non-western literatures, to be presented and discussed in a final paper. Evaluation will take the form of two short papers and one substantial paper, as well as individual and small-group presentations. Themes will emerge from the set readings that can be extended by studying primary and secondary sources, partly to be researched by students.

900227HUM: Modernism and Postmodernism in Theory and Fiction

Discipline	HUM
Theme	Cities and Cultures
Track	Literature
Prerequisites	900154ACC/HUM Big Books OR 900161HUM Introduction to Literary and Cultural Theory OR 900123HUM Text and Genre

In this course we will read some of the major texts that define literary modernism by authors such as James, Woolf, Joyce, Eliot, Proust Pound, Hemingway and Stein while being mindful of the historical, political and economic contexts in which they were written. Students will learn to identify features of typically modernist texts such as fragmentation and alienation and how these features are articulated in critical essays and print culture/ reviews of the period. We will also discuss how these features relate to modernism in media such as painting and theatre, through authors such as Veblen, Benjamin, Lukacs, Simmel, Levi- Strauss, and Todorov. The course will then move on to address the paradigm shift to postmodernism that occurred roughly in the 1960s and 1970s through the work of literary authors such as Beckett, Nabokov, Pynchon, Ellison, and selected poems from Sylvia Plath, Anne Sexton, Adrienne Rich, Seamus Heaney, Robert Lowell, and Allen Ginsberg. This part of the course will be supported by a look at the work of theoreticians whose work has addressed or defined this shift including Harvey, Lyotard, Barthes, Derrida, Taylor and Culler. Students will learn to identify the characteristics of literary modernism and postmodernism and their narrative representation, while discovering the deeper philosophical, cultural, and economic implications of this major paradigm shift. Students will also become acquainted with the basic tenets of theories that define modernism and postmodernism including structuralism, post-structuralism, and deconstruction. This will include a consideration of attendant issues such as modern and postmodern constructions of subjectivity.

900231HUM: The Cinematic City

Discipline	HUM
Theme	Cities and Cultures
Track	Film
Prerequisites	For HUM, 900161HUM Introduction to Literary and Cultural History OR 900131HUM Film History. For SCI, any 100-level Humanities course. For SSC, any 100-level Humanities course.

Twenty-two set films, cinematic representations of eighteen cities, eleven genres and five thematic foci form the cornerstones of Cinematic Cities. Between them, they provide the material which allows us to discuss both the roles urban settlements play in film, and the roles cinema plays for the cultural identity of a city. We shall be concentrating both on the 'what' and 'how' of cinematic representation, practicing formal analysis as well as interpretation enriched by theory. You will be able to acquire, hone and test your skills at scrutinising images, scenes, narrative patterns, sonic signs and cinematic techniques, ask questions about the viewing the diegetic and extra-diegetic visual scenarios (gaze, look, audience, cinema as space, film as medium) and explore movies as part of a larger discursive network which includes texts, images, sounds, histories, institutions and practices. As cities are social spaces, the filmic use of categories of diversity (class, gender, race, desire, religion, age, (dis)ability) will come under scrutiny. So will the philosophical foundations on which these categories rest, as we look at the representation of politics, love & desire, crime & pathology and poverty.

900232HUM: Film and the Body

Discipline	HUM
Theme	Cities and Cultures
Track	Film
Prerequisites	For HUM, 900161HUM Introduction to Literary and Cultural Theory OR 900131HUM Film History. For SCI, any 100-level Humanities course. For SSC, any 100-level Humanities course.

The body is the focal point of cinema, whether as the fetishized object of the gaze, or the implied but absent observer behind/beyond the camera. In this course, we will explore the discursive and physical space where film and spectator, cinema and body encounter one another. More specifically, we will examine how film represents various kinds of bodies--the racialized body, the gendered body, the comedic body to name a few—and analyze the relationship that cinema forges between these bodily representations and the (body of) the spectator, sensorially and perceptually. We will draw on various theories and fields of study to explore these themes, including but not limited to, spectator theory, gender studies, and cultural theory, as well as on diverse film genres such as horror, melodrama, film noir, and the western. In the process, we will study how film represents various conceptualizations of bodies at key historical junctures, such as the return of the repressed body in early slapstick; the subjugated body of post-war sci-fi films; whiteness and Marilyn Monroe movies of the 50's as an antidote to the Cold War; (post-)colonial bodies in the era of colonial divestment; and the surgically, prosthetically, and digitally enhanced body in contemporary blockbusters.

900233HUM: National Cinemas

Discipline	HUM
Theme	Cities and Cultures
Track	Film, Culture
Prerequisites	For HUM, 900161HUM Introduction to Literary and Cultural Theory OR 900131HUM Film History. For SCI, any 100-level Humanities course. For SSC, any 100-level Humanities course.

NB. This course has a specific focus each semester. If a nation, like an individual, derives its identity in large part through the stories it tells about itself, the cinema is the medium par excellence to narrate those stories to mass audiences on a global scale. This course will study the cinema of a particular nation/region and its domestic and international reception, in order to examine its influence in shaping ideas about what it means to be, for instance, Cuban or Singaporean, Latin American or Southeast Asian. The focus of analysis will be those films considered landmarks of the nation's/region's cinema which helped to frame a sense of identity both at home and abroad. In cases where the cinema being studied lies outside a dominant industry (such as Hollywood, Western Europe (France, Italy, Germany), or Bollywood), films made about that nation or region will also be examined since in these cases identity is often a process not only defining oneself, but also of being defined. The specific focus of the 2014-2015 course will be 'The Case of Spain'.

900243HUM: Urban Utopias

Discipline	HUM
Theme	Cities and Cultures
Track	Art History
Prerequisites	For HUM, 900142HUM Periods and Genres Early OR 900143HUM Periods and Genres Modern. For SCI, any 100-level Humanities course, Periods and Genres preferred. For SSC, any 100-level Humanities course, Periods and Genres preferred.

Assuming that a well-designed environment results in the social, political and economic advance of society at large, mankind has always looked for ways to improve his surroundings. The founding of new cities and the restructuring of existing ones as a rule implies a desire for a new, better society. Architects and architectural theorists have thus shaped the way communities have lived, worked and interacted with one another. Through recourse to architectural history and theory, anthropology, sociology, and philosophy, this course investigates a range of concepts and ideologies of planning and shaping urban environments. We will assess the conditions under which a variety of design visions were conceived, and view them in terms of the varying patterns of territorial orientation (local, regional, national, imperial, and global). After a brief introduction in the history and theory of ideal cities and communities, we will focus on a number of key design concepts and theorists, from the royal palace and gardens of Versailles to the modernist ideas of Baron Haussmann (the renovation of 19th-century Paris), from the vision of Albert Speer and Adolf Hitler for Berlin and Linz, to modernist architects, such as Henri Le Corbusier and how his ideas were put into practice in various social housing projects, among them the Bijlmer in Amsterdam. The course will also address the influence of non-permanent architecture, such as that of the World Exhibitions, on the planning of theme parks and shopping malls. Finally, we will also look at alternative utopias, such as the Amish communities in Pennsylvania, the Free City of Christianiana in Copenhagen and Ruigoord in Amsterdam Noord. Ultimately, students will be encouraged to think critically about future prospects of cities and visions that might reflect these new dynamics, such as the Urban Framework 2030 for Abu Dhabi.

900244ACC/HUM: History and Heritage of the Dutch Golden Age

Discipline	HUM, ACC
Theme	Cities and Cultures, n/a
Track	Culture, History
Prerequisites	None.

The Golden Age, which corresponds roughly with the 17th century, was an extremely important period in Dutch history. The enormous increase in trading activity at that time not only increased social mobility but produced a wealthy merchant class. This merchant class was important for patronage of the arts, literature and science and the merchants were also in a position to influence urban planning and architecture of that time. Topics to be covered in the course include colonialism and trade; scientific discoveries; navigation; the Dutch East India Company and the Amsterdam Bank; tulip fever; the perceived tradition of religious tolerance in the Netherlands; still-life painting; the Dutch political scene and the Dutch Republic in the century Europe. Students will learn about historical developments in the Dutch Republic that made the 17th century such an important period for The Netherlands, the 'Golden Age', and will trace the significance of these developments to the present day.

900244HUM: Art and the Body

Discipline	HUM
Theme	Cities and Cultures
Track	Art History
Prerequisites	For HUM, 900142HUM Periods and Genres Early OR 900143HUM Periods and Genres Modern. For SCI, any 100-level Humanities course, Periods and Genres preferred. For SSC, any 100-level Humanities course, Periods and Genres preferred.

This course considers how visual images of the human body have been produced and perceived across times and cultures. Our point of departure in the course is that the human body may well be seen as the first “art object.” From the earliest civilizations onwards, individuals have altered their bodies using tattoos, body paint, and other modifications (think of ritual mutilation, or the wearing of corsets and wigs) to underscore their individuality or identity, while also making clear that they belonged to a specific social or religious group. Consequently, cultures have attached great importance to the way that bodies are represented in painting or sculpture. The ancient Egyptians believed that the preservation of their mortal body was essential to their well-being in the afterlife. Some religions, such as Judaism or Islam, plainly prohibit the making of images of human bodies. And what to think of simulacra of bodies, such as the waxes on display at Madame Tussauds? In this course, we will look at the ways in which bodies were constructed and disciplined in various historical periods, from primitive man to the ideal classical Greek body; from the body of female martyr saints to the medieval monster; from that of King Louis XVI to Arnold Schwarzenegger. Using perspectives from a range of disciplines, we will look at functions and definitions of these and other bodies, their articulations in art, and their impact on visual culture. In doing so, we will work with critical terms such as embodiment and bodily materiality, and we will analyse artworks and their relationship with viewers in terms of performativity, spectatorship, ritual, gender, and race.

900246HUM: Digital Arts and Heritage

Discipline	HUM
Theme	ICC, Cities and Cultures
Track	Art History, History, Communication
Prerequisites	None

Digital Arts and Heritage provides insight into the realm of artistic production with digital means as well as the contemporary context of archiving for future access of presently generated (big) data. The course focuses on the double function of digital data as ground for aesthetic production of artifacts, as well as actual matter with programmability potential for influencing and creating (present and future) social processes. During weekly three-hour sessions the students will encounter art works during visits to exhibition locations but also while viewing materials during class. Students will analyse digital artworks against the backdrop of contemporary social practices from which they emerge: works focusing on the social impact of digitalization processes, which highlight the pervasiveness of communication and archival media in human exchange - from social media to surveillance, from entertainment to medical practice, and a multitude of other scenarios where the digital as a medium (its medium-specificity) influences and determines production and reception of content/data. The students will get in touch with modes of archiving and categorization of big data and will experiment (hands-on) with tools to produce and disseminate outcomes of their research using archival techniques and materials.

900251HUM: Perspectives on Games

Discipline	HUM
Theme	ICC
Track	Communication
Prerequisites	900153HUM Media and Communication

This course offers an introduction to the interdisciplinary study of video games through an examination of their cultural, educational, and social functions in contemporary settings. Beginning with a survey of key concepts, such as play, immersion and agency we will establish a solid ground for a critical understanding of video games. Building on this foundation, we will consider central issues in contemporary gaming landscape such as gender and representation, violence and socialization practices. We will analyze emerging trends such as serious games and gamification and evaluate the ever-changing landscape of game development. Assignments will be aimed toward play and analysis where students will be expected to increase their affinity with the history of video games and consider the contemporary video game industry while exercising their newly acquired critical skills. Readings will feature current research and theory from diverse sources and will be supported by relevant media from the gaming culture and press. No prior knowledge of video games is required, however hands-on experience with games will be an essential part of this course.

900253HUM: Narrative Across Media

Discipline	HUM
Theme	ICC, Cities and Cultures
Track	Literature, Communication
Prerequisites	900161HUM ILCT

Telling stories is the most important activity by which human beings make sense of their lives. Narratology is therefore a crucial discipline not just within the humanities, but also one with important ramifications in disciplines beyond it. Many important concepts in the analysis of stories (e.g., narrative agency, focalisation, characterisation, temporal structuring) were first developed in literary studies, and proved to be adaptable to other media. However, as Marshall McLuhan famously emphasized some 50 years ago, “the medium is the message”: the medium affects the form of a story, and thereby inevitably its contents. In this course, which will alternate between lectures, seminars, and viewings, we will study narration in various media, including written fiction, film, comics, painting, poetry, and games, in order to assess whether, and if so how, central elements of narration are recruited for stories in different media. We will also pay some attention to how imposing narrative coherence on reality can have both beneficial effects (for instance in overcoming personal crises) and dangerous ones (for instance in economic theory).

900255HUM/SSC: Media Professions

Discipline	SSC, HUM
Theme	ICC
Track	Communication
Prerequisites	900153HUM Media and Communication. For second and third year students

This course will introduce students to the mechanisms and dynamics of news writing and reporting. Students will learn techniques for identifying critical sources, recognizing good story angles as well as developing versatile interviewing and networking skills for a wide range of Amsterdam beats including sports, courts, the arts, lifestyle, travel, politics and business. Students will not only write hard and enterprising news stories for specific beats but they are expected to develop and critique ethical challenges in contemporary journalism. Students are expected to investigate, generate, report and write news stories during class sessions. All stories will be broader historical, political, economic, social and cultural contexts, at local, regional and global levels. In this part students will be made familiar with the various sub-disciplines within the field by means of field trips and guest lectures. The third and final part of the course will concentrate on writing within the new media and on producing an actual digital newspaper. This will be presented in the form of a project, in which the students together produce a digital newspaper.

900256HUM: New Media Literacies

Discipline	HUM
Theme	ICC
Track	Communication
Prerequisites	900153HUM Media Communication

After his experience with using a typewriter, Nietzsche wrote “Our writing tools are also working on our thoughts”. More than a century later, our societies are again on the verge of being reshaped by communication tools. This course aims to explore and understand these transitions. Literacy has long been defined as the ability to read and write. This course explores new, more complex definitions of literacy that are integral to our participatory culture. Organized around four themes, the course will historicize the traditional definition of literacy, contextualize the emergence of new media literacies, explore the impact of networked, mobile computing on societies and conclude with reflections on big questions regarding our future interactions with communications technology. We will begin by exploring the history of literacy, situating the printing press in proliferating print culture and consider the social effects of what Marshall McLuhan called the Gutenberg Galaxy. This historical understanding will allow us to contextualize the computer mediated communications revolution that took place in the second half of the 20th century, and the birth of network societies. We will evaluate a list of new skills involved in being active in participatory culture and consider the unique language of the internet meme as a case study. These sessions will allow us to frame the particulars of the debate and construct a historical understanding through which to evaluate the most recent shifts in media and communications. Building on this framework, we will cover the specific impact of new media technologies through several Network-Events. Beginning with the promise and reality of net activism, we will cover topics such as social interactions in the network age, intellectual property and culture, new trends in employment practices and our recent obsession with big data. The final theme of the course will focus on Big Questions regarding the future of network societies and participatory culture. We will begin by tackling a central term from economics, innovative disruption and in the following sessions discuss the current state and future prospects of news media and television as well as the sharing economy, spearheaded by companies such as Airbnb and Uber.

900261HUM: Introduction to Visual Methodologies

Discipline	HUM
Theme	Cities and Cultures
Track	Art History, Communication, n/a
Prerequisites	Mandatory methodology course for HUM majors. Prereq for all students is ILCT. This course may be taken by 2nd and 3rd year students only. For non-Humanities majors this course may count in the Art History or Communication tracks.

This course will offer an introduction to the range of methodologies that have been developed in order to analyse works of art and other visual media. Students will examine texts that address a variety of objects, including Renaissance altarpieces, seventeenth-century portraiture, photography, architecture, and contemporary film and video. The course will help develop students' skills in looking, researching, writing and argumentation. Topics to be addressed include formalism, semiotics, structuralism, post-structuralism, feminism and queer theory, visual culture, psychoanalysis, and post-colonial theory. By the end of the course, students should have an understanding of the pros and cons of various methodological approaches. Ultimately, this course will help students become more aware of their own methodological choices as well as those of other researchers.

900262ACC/HUM: Philosophy of Science

Discipline	HUM, ACC
Theme	n/a
Track	Logic and Philosophy
Prerequisites	Students are recommended to have completed at least two courses in their major.

In this course students will become acquainted with the most important ideas and analytical tools of philosophy of science, and they will develop the skills to use these tools and ideas for reflecting on the nature of contemporary scientific knowledge and its role in today's culture and society. After a brief introduction in which the aims and the significance of philosophy of science will be discussed, and its historical origins sketched, the course will focus on the issue of the unity of science. While traditional philosophy of science, in particular the logical-positivist movement, regarded science as essentially unified, this idea has been challenged in recent times. We will study the question of whether contemporary science is unified or dis-unified from three different perspectives. First, the methodological point of view: Are disciplinary methods fundamentally different or are they species of a single scientific method? Second, the issue of reductionism: Are the different sciences autonomous or is there a (hierarchical) relation between them? What does this imply for our view of the world and for the ways in which societal problems can be approached scientifically? Third, the debate about the nature of scientific explanation: Is there an essential difference between types of explanation and understanding in the natural sciences, social sciences, and humanities? Subsequently, we will apply our findings to the theme of interdisciplinarity. What does an interdisciplinary approach consist of, and what are the conditions for fruitful interdisciplinary research? We will apply our analysis of interdisciplinarity to concrete cases from the six themes in the AUC curriculum. Finally, we will investigate the impact of science on contemporary society and culture. Throughout the course we will draw on examples from the physical and biological sciences, as well as the social sciences and humanities. Students will be encouraged to relate the philosophical ideas and tools to their own specific fields of interest. Students will be provided with key concepts and approaches in contemporary philosophy of science and with the analytical tools needed for a considered reflection on the nature of scientific knowledge and its roles in today's culture and society.

900263ACC/SSC/HUM: Ethics

Discipline	SSC, HUM, ACC
Theme	n/a
Track	Logic and Philosophy
Prerequisites	Students are recommended to have completed at least two courses in their major.

What is the right thing to do? Do I really have a moral responsibility to others? Are there good reasons to act morally? Does morality have any foundation? This course in ethics will not only explore these questions in a systematic manner, but also engage with some of the most pressing problems in society today. Students will have the opportunity to develop familiarity with important ethical theories such as deontology, utilitarianism, virtue ethics and ethical relativism. They will be introduced to central philosophers such as Aristotle, Kant and Nietzsche and more modern writers such as Singer, Nussbaum and Neiman. Topics may include but are not limited to: • Euthanasia, human experimentation and other issues in medical ethics. • Terrorism, violence, equality and the limits of justice. • Animal rights, sustainability, and eco-radicalism. • Diversity and discrimination. This course will provide students with an excellent introduction to the ethical dimension of many of the themes that they are studying at AUC: social systems, health and well-being, and energy, climate and sustainability.

900264HUM/SSC: World Religions

Discipline	SSC, HUM
Theme	Cities and Cultures, Social Systems
Track	Culture, Logic and Philosophy
Prerequisites	900163HUM Research Methods in History is recommended. For SCI, 900171SSC Classical and Modern Sociological Thought OR 900181SSC Classical and Modern Anthropological Thought. For SCC, 900171SSC Classical and Modern Sociological Thought OR 900181 Classical and Modern Anthropological Thought

This course introduces students to the spectrum of world's religions (drawing from shamanism and shintoism, confucianism and islam, to hinduism and buddhism, egyptian and islam, judaism and christianity, african and aztec), their historical transformations, some of their main issues and their interactions with politics. Certain issues will be combined with certain religions, thus shifting the focus each class. In order to cover the variety of religions, the different issues and the historical transformations worldwide, attention will be paid to - theories on the origins of religion - shamanism and mysticism - ancestor worship - polytheism - monotheism - monism - religion & the Axial Age - religion & the Modern Age - religion & the state - religion & conflict - religious fundamentalism - religion & nationalism - religion & concepts of harmony - religion & globalization - religion & concepts of time. - religion & identity

900265ACC/SCI/HUM: Advanced Logic

Discipline	SCI, HUM, ACC
Theme	n/a
Track	Logic and Philosophy
Prerequisites	900161ACC Logic, Information Flow and Argumentation, 100 level course

The aim of the 200-level advanced logic course is to provide the students with a deeper understanding of what logic is about. The course is a continuation of the introductory course 'Logic, Information flow and Argumentation'. As such, it maintains an interdisciplinary character and it draws connections with a variety of fields such as: philosophy of language, cognitive science, psychology of reasoning, mathematics, linguistics and natural language semantics, computer science, artificial intelligence, philosophy and history of logic. We will expand on the logics covered in the introductory course, namely, classical propositional and predicate logic, as well as dynamic epistemic logic. We will also motivate and introduce new systems, prominent in one or more of the fields mentioned above; for example, the students will be familiarised with intuitionistic logic, set theory, many-valued logics, tense logic, non-monotonic logic and game theory. In each case the students will learn to work within the respective logical systems and use their expressive powers, while asking critical questions about these systems and investigating their applications to various fields. We will explore the difference between the model theoretic and the proof theoretic approaches to logic, as well as study some interesting axiomatisations. In a few cases, a number of meta-logical results will be proven, such as the completeness theorem for classical propositional logic. Special attention will be devoted to philosophical questions surrounding the technical results.

900266HUM: Counterculture

Discipline	HUM
Theme	Cities and Cultures
Track	Culture, History
Prerequisites	900161HUM Introduction to Literary and Cultural Theory OR 900154ACC/HUM Big Books OR 900163HUM Research Methods in History OR 900151SSC Classical and Modern Political Thought OR 900171SSC Classical and Modern Sociological Thought OR 900181SSC Classical and Modern Anthropological Thought

This course investigates the counterculture of the period known as "The Long 1960s" by looking at the literature, film, music, and art of the period from a social and political history perspective. This turbulent era, which spans the Korean and Vietnam wars, and whose influence on contemporary is constantly being renewed and re-evaluated, is only now being considered in scholarly contexts, with the result that the following questions are only recently being asked and answered. • Is this period best understood as a revolutionary, rupturing moment in history, or an evolutionary moment? • What is the most effective theoretical model for collectively understanding the various liberation movements (national, gender, racial, sexual, ethnic, etc.) of the period? • What is the relation between the political and the personal, between social movements based on individual identity and social change, during this era? • What accounts for the rise and fall of non-violent protest during this period? • How can we characterize the attractions of socialism during this era: as a temporary fashion or a genuine political and economic alternative?

900267ACC/HUM: Philosophical Problems

Discipline	HUM, ACC
Theme	ICC, Cities and Cultures, Social Systems
Track	Logic and Philosophy
Prerequisites	Logic AND Academic Writing Skills AND one of the following courses: History of Philosophy OR Classical and Modern Political Thought OR Philosophy of Science

The course offers an exploration of central problems and arguments in Western Philosophy, including:· Knowledge (What does knowledge amount to? What are its foundations? Do we ever know anything for sure?)- Reality (What kinds of things are there in the world? Are there only concrete objects like tables and chairs, or are there also abstract objects, like numbers or qualities?)- Authority and the state (What is the basis of our obligation to the state? What is the (moral) status of the state?)- Foundation of morality and justice (What grounds are there to consider something right or wrong, just or unjust?)- Personal Identity (What is it to be a person? What does it take a person to persist from one time to another?)- Beauty and taste (Is beauty a matter of taste?)- The meaning of life (What does it all mean...? How to value/evaluate (human) existence.)The course is organised thematically around these central concerns of Western Philosophy. We will study fragments of philosophical texts that deal with each of these problems, emphasising how the authors engage with different types of philosophical discourse and approaches: for instance, by the use of thought experiments, fictional narratives, puzzles, or paradoxes. The course is divided into three sections, each of them taught by a teacher from one of AUC's three majors (natural science, social science, humanities). Each teacher brings their own specific background to bear on the philosophical questions and methods discussed. In this way the course is accessible and interesting for students with a philosophical interest from any of the majors.

900268HUM: Global History

Discipline	HUM
Theme	Cities and Cultures
Track	History
Prerequisites	N/A

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900271HUM/SSC: Gender Sexuality

Discipline	SSC, HUM
Theme	Cities and Cultures, Social Systems
Track	Culture, Anthropology, Sociology
Prerequisites	tba

The study of gender and sexuality has constituted a crucial strand of cultural studies from the inception of the discipline through to the present day. This course on gender and sexuality studies course addresses trace the main trajectories of the field as they have emerged over time – from (first, second, third wave) feminist theory to masculinity studies to queer theory to trans studies and beyond. The course is interdisciplinary in nature, integrating a combination of both theoretical readings/primary texts, and the analysis of relevant objects within their sociopolitical context. Special emphasis is placed on the discussion of the social construction of sex and gender; the politics of identity and inequality; and the intersection of gender and sexuality with other markers of difference including race, religion, nationality and class.

900274SSC/HUM: Sociology and the Other

Discipline	SSC, HUM
Theme	Social Systems
Track	Culture, Sociology
Prerequisites	900171SSC Classical and Modern Sociological Thought

One of the classic subjects of sociology is the relationship between norm and exception or deviation. Entire fields of knowledge from medicine to psychiatry to criminology emerged from practices of identifying, studying and categorizing normative exceptions – the ill, the mentally disabled, the socially pathological to mention few examples. In this course practices of differentiation, and the desire to expel or contain otherness through scientific and governmental techniques are explored. Paying a tribute to philosophical writings on the concept of the Other, the course focuses on the disciplinary and discursive constructions of sexual, moral, social, medical, mental and political difference. Readings in relatively new social science fields such as queer studies and disability studies are also covered to introduce new perspectives on this classic theme.

900281SCI/HUM: Environmental Archaeology

Discipline	SCI, HUM
Theme	ECS, Cities and Cultures
Track	History, Earth Environ.
Prerequisites	Introduction to Geology OR Introduction to Environmental Sciences OR Early to Modern History

Environmental Archaeology covers the interaction between humans and their environment in the archaeological and historical past. This broad scope embraces research covering a range of environmental specialisms within archaeology, such as archaeobotany and geoarchaeology, as well as more synthetic and theoretical approaches to the past human environment. Moreover new concepts such as the Anthropocene debate, the Human Niche Construction Theory and domesticated landscapes will be incorporated in the course.

900281SSC/HUM: Community and Society in a Globalised World

Discipline	SSC, HUM
Theme	Cities and Cultures, Social Systems
Track	Culture, Anthropology
Prerequisites	900181SSC Classical and Modern Anthropological Thought

It is nowadays commonplace to argue that 'globalization' affects people's social lives. This argument is founded on the observation that social contact increasingly stretches beyond traditional community boundaries, dissolving old configurations while at the same time creating new ones. But how does this work in practice, and how do individual persons respond to the challenges that globalization presents them with? Key to the course is to equip students with approaches, (theoretical) ideas and skills to untangle the complexities of this. The course focuses on globalization from below, i.e. on local actors and their social practices. Hence the course is critical of 'grand' views stressing the universality and predictability of globalizing forces. To unpack the complexities of people's social lives under globalization, the course explores particular linkages between the 'local' and the 'global'. In this exploration, a distinction is made between social, economic and cultural aspects of globalization. To make this more concrete, the course focuses on three broad themes: i) migration and transnational life, ii) global circulation of goods, iii) cultural globalization. During lectures, key ideas and thinkers in these themes are introduced, followed by empirical case studies wherein these are applied on particular actors, products and ideas. Central throughout is what this all means for common people, and how they respond to this in different ways.

900301CIC: Capstone (12 ECTS)

Discipline	SSC, SCI, HUM
Theme	n/a
Track	n/a
Prerequisites	Third Year

N/a

900310CIC: Second Internship

Discipline	HUM
Theme	n/a
Track	n/a
Prerequisites	-

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900312ACC/HUM: Advanced Creative Writing

Discipline	HUM, ACC
Theme	n/a
Track	Literature
Prerequisites	Creative Writing

(To be offered in June)AdvancedCreative Writing, 300-levelAdvanced Creative Writing is an extension of the principles learned in the existing Creative Writing course. Whereas the existing course deals with basic principles of genre and composition and asks students to complete several shorter writing assignments, this course will be more focused on advanced aspects of creative production. Students submit a proposal for their intended creative project at the beginning of the course and work on it throughout the class, assisted by peer critique and other forms of assessment. Alongside their project, in-class activities inform the students' work: lectures by the instructor and Amsterdam-based guest speakers, writing exercises, small group work and presentations by fellow students. Additionally, students are expected to have a research component attached to their project; this research component directs their project in an appropriate manner. Ultimately, students have to present their creative work to the class, discuss the rhetorical aims of their pieces, and answer questions concerning their final projects asked of them by a panel. This course should be attractive to HUM students who want to write – creatively or technically – for their profession, SSC or SCI students who recognize that writing will be a large part of their desired profession, and all students who have an interest in working within the creative industries. Learning outcomes:-Students will learn how to work on larger creative projects.-Students will further their language and presentation skills.-Students will learn to receive and implement feedback on projects through multiple modes of critique.-Students will understand the importance of research to such projects. -Students will learn how to work under tight deadlines.

900312HUM: Rethinking the Global City: Rethinking Protest

Discipline	HUM
Theme	Cities and Cultures
Track	n/a
Prerequisites	none

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900313HUM: Rethinking the Global City: Rethinking the Sublime

Discipline	HUM
Theme	Cities and Cultures
Track	n/a
Prerequisites	none

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900321HUM: Literature in the Age of Globalisation

Discipline	HUM
Theme	Cities and Cultures
Track	Literature
Prerequisites	900161HUM Introduction to Literary and Cultural theory AND at least one 200-level course from the Literature or Culture tracks. 900226HUM Fictions of Empire is recommended.

Globalisation holds out many new challenges for thinking about literature and culture: the dynamics of cultural markets, the construction of cultural difference and cultural agency, and the ever-changing forms of cultural translation and transculturation which emerge under “globalising” conditions all invite us to rethink some of the most deeply held assumptions of literary scholarship today, leading to new conceptualisations of culture and literature in relation to politics and the social. The principal aim of this course is to clarify the place and role of literary studies within the larger domain of globalisation scholarship, and to consider how the study of literature – both as a scholarly practice that is focused on literary case studies, and as a scholarly tradition with its own schools and legacy of critical thought – is integral to a better understanding of our global modernity. In so doing, the course builds on the 100-level course Introduction to Literary and Cultural Theory (ILCT), bringing your knowledge of some of the critical schools and theories which are covered in that course further up-to-date. Case studies that will receive in-depth consideration over the course of the semester include: Goethe’s collection of poems West-Eastern Divan, The Epic of Gilgamesh and its 19th-century (re)discovery, Edward FitzGerald’s Rubáiyát of Omar Khayyám, the classic Chinese writer Lu Xun, Joseph Conrad’s Heart of Darkness, and David Mitchell’s novel Cloud Atlas.

900322HUM/SSC: The Literature of Social Exclusion

Discipline	SSC, HUM
Theme	Cities and Cultures, Social Systems
Track	Literature, Sociology
Prerequisites	900161HUM Introduction to Literary and Cultural Theory and one 200-level course from the Literature track OR 900274SSC Sociology of the Other

This seminar explores literary engagements with the topic of social exclusion. In doing so, it draws on sociological and anthropological theories of globalization, transculturality, cosmopolitanism, social conflict and group membership. At the same time, close examination of literary texts uncovers that theoretical concepts sometimes fail to account for the intricacies of individual experience. The literary texts explored in this seminar portray diverse experiences of exclusion, stigmatization and discrimination but in some cases also of emancipation and agency. The seminar engages with diverse areas of human experience such as diaspora and exile, war and political conflict, hierarchies of caste, class, race and gender, anti- and postcolonialism, new poverty and HIV/Aids. Literary texts, however, are not read as mere illustrations of 'real life' but also as aesthetic specimens in their own right. In addition to this, the seminar explores the aestheticization of social exclusion (for example in the stylized 'ghetto culture' prevalent in hip hop music) and its strategic uses in what Graham Huggan has called the "marketing of the margins".

900323HUM/SSC: Political Shakespeare

Discipline	SSC, HUM
Theme	Cities and Cultures
Track	Literature
Prerequisites	900161HUM Introduction to Literary Cultural Theory, OR 900154ACC/HUM Big Books, OR 900163HUM Research Methods in History, OR 9000151SCC Classical and Modern Political Thought.

Shakespeare lived in times of turbulent cultural and political change. In this historical context, it is not surprising that Shakespeare's plays are saturated with political themes. In his 'history plays,' Roman plays, and tragedies we encounter a range of monarchs, statesmen, and citizens, who are depicted in situations that challenge their most deeply held beliefs and which often throw their identity as social and political actors into crisis. Taken together these plays constitute a profound inquiry into such issues as the divine right of kings, republican virtue and citizenship, the relationship between church and state, and the nature of the political life. What is more, the early-modern theatre in which Shakespeare was such a leading figure was itself deeply politicized as a social institution. The role of the theatre in early-modern urban culture, and in relation to the Elizabethan and Jacobean courts, makes for a vibrant cultural context in which each play is saturated with political meaning and resonance. In this course, we will study the political dimensions of Shakespeare's work by bringing it into dialogue with insights from political theory, intellectual history, and comparative literature. We will address questions such as: How did Shakespeare think about kingship and statesmanship between ca. 1580 and 1620? By what kind of thinking about (civic) virtue and citizenship was his work informed? How did he respond to new historical, political, and intellectual developments in the course of his long career as a playwright? How do his plays problematise or intervene in the many political debates of the period – an important era of transition in which nothing seemed certain and everything was held up for debate? And, last but not least, are the dilemma's that confront Shakespeare's characters still relevant for readers today and, if so, how? Plays to be read in this course may include: Shakespeare's Coriolanus, The Merchant of Venice, Romeo and Juliet, Richard II, Henry IV (Part 1), Henry V, Richard III, and The Tempest. Furthermore, students are expected to read the following texts in political theory and intellectual history: Machiavelli, The Prince (1513); Thomas More, Utopia (1516); Erasmus, Education of a Christian Prince (1516); James VI/I, The Trew Law of Free Monarchies (1598); Arthur Lovejoy, The Great Chain of Being (1936); Ernst Kantorowicz, The King's Two Bodies (1957).

900331HUM: Film Auteurs

Discipline	HUM
Theme	Cities and Cultures
Track	Film
Prerequisites	For HUM, 900161HUM Introduction to Literary and Cultural Theory AND 900261HUM Introduction to Visual Methodologies and at least one course in the film track. For SCI, any 200-level course in the Film track. For SSC, any 200-level course in the Film track.

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900332HUM: Film Philosophy

Discipline	HUM
Theme	Cities and Cultures
Track	Film, Logic and Philosophy
Prerequisites	For HUM, 900161HUM Introduction to Literary and Cultural Theory, AND 900261HUM Introduction to Visual Methodologies, AND one course in the Film or Philosophy tracks. For SSC, any 200-level course in the Film or Philosophy tracks. For SCI, any 200-level course in the Film or Philosophy tracks.

Film is an object of philosophical reflection, but also a vehicle for and of reflection. Accordingly, this course takes a three-pronged approach to the study of film and philosophy. First of all, film can be used as an illustrative tool for explaining and further engaging with different philosophical problems. In Part I, "Philosophy Through Film", close readings of key philosophical texts will be illustrated with the help of specific films (for example, philosophical problematizations of reality, knowledge and the meaning of life, through film such as *The Matrix* and *The Conformist*). In Part II, "Philosophy of Film", we will move more specifically into film theory, which can be regarded as a branch of philosophy (i.e. aesthetics): core themes such as the ontology of film, realism, representation, ideology, cognitivist theories of watching film, and how films get and give meaning will be addressed (these film-theoretical topics can be seen to refer back to the broader philosophical topics of Part I). Finally, in Part III, "Philosophical Films", the discussion of the relation between film and philosophy will lead to the question of whether (and if so, how) films can be judged to be philosophical in themselves. In other words, can films offer thoughts, reflections and arguments on their own? These questions will be examined in relation to a selection of philosophical films determined by the students.

900333HUM: Documentary

Discipline	HUM
Theme	Cities and Cultures
Track	Film, Communication
Prerequisites	900131HUM Film History OR 900153HUM Media Communication at the 100-level AND one 200-level course in the Film or Communication tracks.

Students will consider the history of documentary filmmaking and the assumed role of the documentary as social vehicle responsible for representing truth and reality, and sometimes dogma and/or propaganda. The documentaries in this class will be viewed and analysed as products of their particular social and historical and political contexts, but also as works of art. To that end, their aesthetic qualities will also be considered. This course, scheduled in the first semester, has the potential to engage in meaningful ways with both the Science Park Film Festival Amsterdam and IDFA (International Documentary Film Festival Amsterdam).

900341ACC/SSC/HUM: Religion and Democracy

Discipline	SSC, HUM, ACC
Theme	Cities and Cultures
Track	History
Prerequisites	For second and third year students

Compared to the centuries when religion ruled supreme, modern democracy is a recent phenomenon. Once the transition to democracy had been made, however, religion found itself in an entirely new context. Religion and democracy are not natural allies. Religion is at home in hierarchical societies; religion endows the hierarchical order with legitimacy; in fact, religion embodies the very principle of hierarchy since it postulates an ultimate authority. The democratic order is flat. Rulers have the mandate of the voters instead of a mandate by God. How does religion survive in the environment of the modern democracy? This course looks at the new faces of religion in India, Turkey, France, and the US. Different democracies and different religions. But the processes of religious change, triggered by the dynamics of democracy, show striking similarities between different religions in different contexts.

900341HUM: The Art Market and Culture Industry

Discipline	HUM
Theme	Cities and Cultures
Track	Art History, Culture
Prerequisites	For HUM, any 200-level Art History track course. For SSC, Periods and Genres (Early or Modern) is recommended AND any 200-level HUM course. For SCI, Periods and Genres (Early or Modern) is recommended AND any 200-level HUM course.

Although the definition of what art is remains open, we can safely state that art works, their makers and public are part of society and its social, political, cultural, religious and economic networks. In this respect, the 19th-century concept of “Art for art’s sake” may be unmasked as a typically western invention: it tells us perhaps more about the much-desired emancipation of “artists” from the whims of patrons, guilds and art academies, than about the art itself. Drawing from a wide range of historical and present-day examples, this course will investigate relations between art, artists and the market. How has the profession of the artist and artistic education changed over the centuries? How can we define the relationship between artists and patrons, then and now? What is the institutional role of art academies, art dealers, museums and the government? Case studies will range from late medieval commissions of altarpieces to the rise of the art dealer in seventeenth-century Dutch cities, from the Salon in nineteenth-century Paris to the present-day phenomenon of art fairs and the branding of cities. Students will look at these processes with an interdisciplinary approach, making use of art-historical, historical and sociological methodologies. They will work with key concepts such as low and high art, social distinction, cultural capital, the commodification of culture and cultural imperialism to capture the (changing) social significance given to art and the culture industry, and the relationships between art and the economy.

900342HUM/SSC: Photograph as Socio-Political Document

Discipline	SSC, HUM
Theme	ICC, Cities and Cultures
Track	Art History, Culture, Anthropology
Prerequisites	For HUM, 900261HUM Introduction to Visual Methodologies. For SSC, 900161HUM Introduction to Literary and Cultural Theory or any 200-level Humanities course. For SCI, 900161HUM Introduction to Literary and Cultural Theory or any 200-level Humanities course.

The photograph, as proof of what has been according to Roland Barthes, is inextricably tied to claims of truth. What some might view merely as an art object has had the power to change labor laws (photographs of children in factories), label people and objects (anthropologists and biologists utilization of photography), create national parks (photos from expeditions in the American west), garnered support for environmental activists (manipulated image of the earth taken from space), set off debates on abortion (image of fetus on the cover of Life magazine), send people to jail (photograph as evidence, most recently in apprehending suspects involved in riots in England), just to name a few examples. This course will examine the history of photographs as they have functioned in the scientist's laboratory, courtroom, and media. We will question the assumed veracity of the photograph and discuss how the photograph has been used as a tool in argumentation. Methods will include visual analysis, which will help train students in various disciplines in the interpretation of images. We will look at texts from various fields in the sciences and social sciences and discuss photographs by thoroughly examining the social, historical and political contexts in which they were made. Since the focus is photography and representation, this course should be considered in the field of art history, however the well-rounded approach will appeal to students in political science, anthropology, sociology, law, and biology. Ultimately, we will address how images influence the creation of knowledge.

900344HUM: Art in China

Discipline	HUM
Theme	Cities and Cultures
Track	Art History
Prerequisites	2 from the following: 900142HUM OR 900143HUM Periods Genres: Early and/or Modern; OR 900143ACC/SSC/HUM Chinese Studies; OR one 200-level Art History course; OR 900261HUM Introduction to Visual Methodologies

This course will explore different ways of thinking about art and visual culture in China. Lectures and seminars will analyze some of the most important examples of art objects, images and sites in China from the Neolithic through today. We will examine materials such as jade, bronze and ceramics, and types of art such as painting, stonework, photography and performance art. The course follows a loose historical framework, but it is not meant as an historical survey. Rather, students will be encouraged to focus on issues of art history's practice and methodologies, and to consider how they apply to China. What is "Chinese art"? And what are some of the concerns that have driven the study of "Chinese art"? How do we read images from China? And how do these images communicate meaning to different viewers? The course focuses on a number of themes including religious art, art exhibitions and art collection and exchange. It will address problems of aesthetics, art and politics, and the production and consumption of images. Through careful looking, reading, writing and discussion, students will reflect on the role of objects, images and sites in China, and their implications.

900345HUM: Existentialism in Literature and Philosophy

Discipline	HUM
Theme	Cities and Cultures
Track	Literature, Logic and Philosophy
Prerequisites	FOR HUM MAJORS: 900161HUM Introduction to Literary and Cultural Theory, AND 900261HUM Introduction to Visual Methodologies, AND a course in the Philosophy track or the Literature track. FOR SCI AND SSC MAJORS: any 200-level course in the Philosophy or Literature track

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900353HUM/SSC: Media Psychology

Discipline	SSC, HUM
Theme	ICC
Track	Communication, Cognition
Prerequisites	900192SSC Psychology AND 900153HUM Media and Communication

Media Psychology is an autonomous field of study within the science of psychology, but also a domain of intersection between two large knowledge fields, the one of psychology and the other of media studies. What does this intersection mean today, how is it pertinent, and what new directions are opening with the development of new and social media? This course aims at familiarizing students with the basic areas of interest for media psychology, enabling them to reflect upon the evolvement of media-psychological debates through the field's history, and to critically engage with the contemporary psychological aspects and implications of media use. Among the topics that will be covered are: political communication, reality TV and mediated surveillance, branding and advertising, media representations of psychopathologies, individual responses to violence, and issues of cognition and perception in videogames and new media.

900354HUM: Visual Culture

Discipline	HUM
Theme	ICC, Cities and Cultures
Track	Art History, Communication
Prerequisites	900153HUM Media Communication, OR 900161HUM Introduction to Literary and Cultural Theory OR 900143HUM Periods Genres Early OR 900142HUM Periods Genres Modern OR 900261HUM Introduction to Visual Methodologies

This course addresses the recent identification by cultural, literary, and art historians of a "visual turn" in contemporary culture. It investigates vision and visibility as social processes which make up our visual world, from fine art to television advertisements to the built environment. Students will gain familiarity with the key topics and theories of visual culture (representation, ideology, the image) through practicing close reading of particular visual artifacts. The readings and discussion for a given semester will be focused around a particular theme, giving structure to course material and allowing for greater depth in considering one particular dimension of visual culture. Possible examples include: visual culture and religion; image and imagination in visual culture; visual culture and the urban environment; visual culture and the nation.

900356HUM: Game Studies

Discipline	HUM
Theme	ICC
Track	Communication
Prerequisites	900251HUM Perspectives on Games

Within a few decades of their proliferation, digital games have become one of the most technically sophisticated forms of entertainment while also burgeoning into an intricate form of artistic expression. This class presents an in-depth, multi-faceted study of the medium through a combination of theoretical approaches and extensive interaction with diverse objects, organized around the three central themes of rules, narratives and ethics. Rules, on a conceptual as well as a practical level, define games. In this first section of the course, we will cover a number of theoretical approaches to understanding the interaction between rules and gameplay. Beginning with attempts to define and categorize rules, we will discuss the ways different types of rules create uncertainty, control the flow of information between the game and the player, and enable emergent behavior. The framework we establish around rules will enable us to discuss various formulation of play, which will lead us into approaching narrative play and towards discussing narratives in games. The unique opportunities, and limitations, of games as narrative frameworks have been a central topic of analysis since the inception of the medium and this section of the course will focus on this perspective. From the earliest text adventures to the role of games in latest transmedia storytelling initiatives, we will survey the diverse ways games present, interact with and enable narratives. In the final section the course, we will focus on ethics in games. Building on our established understanding of rules and narratives, we will consider ways of approaching game design and narrative analysis through ethics and consider roles of game communities in this process. The course will conclude with reflections of games as cultural artifacts and their potential role in the larger cultural landscape. Throughout this survey, the course will heavily depend on close interaction with a broad spectrum of games.

900361ACC/SCI/SSC/HUM: Moral Dilemmas in Medical Practice

Discipline	SSC, SCI, HUM, ACC
Theme	Health and Well-being
Track	Health, Logic and Philosophy
Prerequisites	Students are required to have completed at least two 200-level courses in their major.

Medical practice is characterised by moral dilemmas. What should a physician do when a patient asks for active termination of life because of unbearable suffering? What should professional caregivers do when an elderly patient refuses a diagnostic procedure which might help to determine the cause of physical problems? What should a nurse do when a psychiatric patient might become dangerous to himself or others? What should a genetic counsellor do when a person does not want her family to know that she has a hereditary condition which may be relevant for her relatives? In this course, these dilemmas will be studied from a theoretical perspective and investigated using methods for ethical case analysis. Topics include: - end of life decisions - responsibility in elderly care - coercion in psychiatry - genetics. The student will acquire knowledge of: - theories on medical ethics - moral dilemmas in health care - methods of case analysis - the practice of the ethical consultant The student is able to: - understand the significance of moral dilemmas in medical practice. - place these dilemmas in a theoretical perspective and analyse them methodically (discussions, paper). - interview a healthcare professional on ethical issues and analyse the transcript.

900361HUM: The History of Ideas

Discipline	HUM
Theme	Cities and Cultures
Track	History
Prerequisites	900163HUM Research Methods in History AND a 200-level course in the History or Anthropology or Sociology track

Whenever a natural or political disaster occurs, be it the 2013 Philippine typhoon or the Balkan Wars in the 1990s, humanitarian agencies, media and the general public feel urged to relief the suffering of distant strangers. But why should 'we' care for distant 'others' around the globe? Do 'we' have moral obligations to the whole of humanity, what do these entail, how do notions of race and gender intersect with conceptions of 'humanity', and how have definitions of 'humanity' changed over time? This course will seek answers to these questions by exploring the history of the idea 'humanity' from the Enlightenment to the present. Modern western thought about mankind and humanity changed in the second half of the eighteenth century. Older, christian ideas and ethics were challenged by new, partly secular ideas and values. Notions such as 'sympathy' and practices like 'humanitarianism' were introduced to indicate man's responsibility to alleviate the suffering of fellow-humans. Over time, in the nineteenth and twentieth century, the underlying concept of 'humanity' was criticized for its exclusionary tendencies. How did critics frame their arguments, what did their alternatives look like, and where do we stand now? Must the idea(l) of humanity be abandoned, or are there other, inclusive ways to imagine and practice 'humanity'? Students read, analyze and discuss primary texts by a wide range of thinkers and activists from Europe and the US, from Adam Smith and Immanuel Kant to Charles Darwin, Frederick Douglass, Elizabeth Cady Stanton, Frantz Fanon and Judith Butler. Studying key texts about the conceptualisation and imagination of humanity, students will familiarize themselves with modern western history and the continuing quest for a 'humane' society.

900364ACC/HUM: Modern Philosophical Texts

Discipline	HUM, ACC
Theme	n/a
Track	Literature, Logic and Philosophy
Prerequisites	Students are required to have completed at least one course in the Philosophy track.

[if gte mso 9]>

900364HUM: Cultural Memory Studies

Discipline	HUM
Theme	Cities and Cultures
Track	Culture, History
Prerequisites	For HUM, 900161HUM Introduction to Literary and Cultural Theory AND at least 1 200-level course in the Literature or Culture tracks. For SCI, any two 200-level courses from the Sociology or Anthropology track. For SSC, any two 200-level courses from the Sociology or Anthropology tracks.

This course offers an introduction to the international – and highly interdisciplinary – field of cultural memory studies. Through strategically chosen case studies, a number of fundamental questions will be explored about cultural memory in all its forms: - What is the role of (collective) memories in society and culture? What forms of remembrance and commemoration can be seen to be at work in them? How do cultural memories contribute to the creation of social consensus, to the demarcation of conflicting identities and interests, and to the questioning of painful episodes from the past? - What are the media through which cultural memories are circulated and maintained? What is the role of literature, film, and the visual arts in transmitting cultural memories? How do new media and new communication technologies impact on the material transmission of memories, both geographically (across countries and cultures) and historically (across generations or even centuries)? - What explains the contemporary “memory boom”? Why are readers, museumgoers, and film and theatre audiences so obsessed with the past? And what is the role of the culture industry and the so-called “heritage business” in promoting, selecting, and defining cultural memories? Cases studies may include: Holocaust narratives; narratives of trauma and testimony; urban memory sites; “world heritage” sites; art and history museums; commemorative spaces and practices. Key theorists and critics whose work will be considered in the course include: Aleida Assmann, Maurice Halbwachs, Andreas Huyssen, Pierre Nora, Ann Rigney, Michael Rothberg, and Jay Winter.

900365HUM: Revolutions in History

Discipline	SSC, HUM
Theme	Cities and Cultures, Social Systems
Track	History, Political Science
Prerequisites	tba

to be confirmed in May

900366ACC/HUM: Ancient Philosophical Texts

Discipline	HUM, ACC
Theme	Cities and Cultures
Track	Literature, Logic and Philosophy
Prerequisites	Students are required to have completed at least one course in the Philosophy track.

This course is offered in June. Socrates famously claimed that the “unexamined life is not worth living”. In this course we will read several ancient philosophical texts by Plato, Aristotle and Cicero, focusing on philosophical questions of metaphysics, epistemology, ethics, and politics. Students will acquire an understanding of how – for the ancients – answering questions about ethics or the good life, and about metaphysics and epistemology is a prerequisite for a healthy political system. All three philosophers start with a theory about the good life for human beings, and they challenge us to examine our own lives, views and opinions. Plato articulates his view of the good life in the first four books of the Republic. Aristotle expands on the ancient view of the good life in the Nicomachean Ethics, and Cicero gives the ancient Greek view a ‘Roman twist’ in On Duties. We will analyze the implications of the ancient view of the good life for politics by reading sections of Plato’s Republic and Plato’s Laws, Aristotle’s Politics and Cicero’s On the Commonwealth. We conclude the course with several articles discussing the relevance of ancient thought for ethical and political questions today.

900371HUM: The Posthuman

Discipline	HUM
Theme	Cities and Cultures
Track	Culture, Communication
Prerequisites	tba

This course takes up surrounding the definition of ‘the human’ and the ramifications of current cultural practices such as reproductive technologies, robotic enhancements, and the genetic modification of plants, animals and humans. Analysis of these practices asks, how are current practices surrounding the human displacing the unity of the subject? Is there a potential in the post-human for addressing the multiple, flexible identities which characterize our age? An investigation of the post-human is a current area of important theoretical work in cultural studies as well as in an interdisciplinary context, bringing together philosophy, ethics, science fiction, futurology and others. The proposed course takes up the work of theorists such as Steve Nichols, Donna Haraway, Rosi Braidotti and Michael Hardt to interrogate the boundaries of human/animal, human/nature, human/non-human. These binaries are explored through analysis of the figures of the monstrous, the cyborg, and the mutant.

900374SSC/HUM: Race Class Gender Intersectionality

Discipline	SSC, HUM
Theme	Social Systems
Track	Culture, Anthropology, Political Science, Sociology
Prerequisites	Any 200 level course in the Anthropology, Sociology or Political Science track.

[if gte mso 9]>

900383SSC/HUM: Digital Anthropology

Discipline	SSC, HUM
Theme	ICC, Social Systems
Track	Culture, Anthropology
Prerequisites	900181SSC Classical and Modern Anthropological Thought.

[if gte mso 9]>

900390HUM: Capstone Fieldwork Clinic

Discipline	SSC, SCI, HUM, ACC
Theme	n/a
Track	n/a
Prerequisites	-

Depends on the capstone.

900391SSC/HUM/SCI: Theme course: Games and Learning

Discipline	SSC, SCI, HUM
Theme	ICC
Track	Theme
Prerequisites	Any 100-level theme course (Limited to third year students.)

This course will focus on what we can learn from psychology and social interaction research to inform the design of games and agent behaviours in games. Topics covered will include: - Theories of learning and instruction - The role of games in education - Different types of educational games - Design of educational games - Research and evaluation of educational games Students will evaluate behaviours that emerge in gaming and playful environments, and come to understand what factors influence this behaviour. Students will also have the opportunity to design a game, offering them the opportunity to evaluate theories in practice.

900111SCI: Theme course: Introduction to LEU

Discipline	SCI
Theme	Life, Evolution, Universe
Track	Theme
Prerequisites	Either Chemistry or Physics at secondary school.

This course covers all of the Natural Sciences and it revolves around a central science concept that runs through all the natural sciences: evolution. This concept can be approached from various disciplines emphasizing their interconnections. The student will gain knowledge about the evolution of the universe, the evolution of life and the evolution of complex biological systems and networks as well as the quantitative and mathematical modelling of complex systems. Four subjects have been selected for this course: The Big Bang – setting the stage for the emergence of life - The first light, the first 300.000 years. Inflation, nucleosynthesis, decoupling and the cosmic microwave background radiation. - Formation of structure; different energy-matter components and the evolution of the universe. Large scale structure: galaxies and clusters of galaxies. The first stars, formation of heavy elements, planets and the solar system. The Cambrian Explosion - the crucible of creation - The first tantalizingly elusive traces of life - Emergence of prokaryotic/eukaryotic cells (and sex), emergence of multicellular life. - The Cambrian explosion; (hard) body part formation, - Evolution of flight, appearance of primates, early humans What is life? – a systems biological approach ■ The living cell, the smallest unit of life, but extreme complex ■ How do we study/understand complex and dynamic networks of molecules which interact in time and space? ■ Generic properties of biological networks ■ Quantitative and predicting mathematical models for biological systems. ■ the evolution of networks

900112SCI/SSC: Theme course: Introduction to HW

Discipline	SSC, SCI
Theme	Health and Well-being
Track	Theme
Prerequisites	None

Health and Well-being, both on an individual and societal level, is an important matter for our global society and human mankind in general. The introductory course focuses on a number of issues that are relevant to ongoing research in the disciplines of Biomedical Sciences and Health Sciences. The course provides the student with a powerful introduction to the major disciplines that shape today's thinking on health related issues. The emphasis lies on Medical Sciences that mould the Health and Well- being arena. The theme course offers a preview of biomedically oriented courses such as Metabolic Biochemistry, Medicinal Chemistry, The Human Body II, Hormones and Homeostasis, Immunology, Epidemiology, Nutrition and Health, Infectious Diseases, Cardiovascular Diseases, and Mechanisms of Disease. The student is able to understand on an introductory and elementary level the following medical sciences • general physiological concepts of regulation • biochemistry and cell biology • energy metabolism • pharmacology • pathology • immunology • genetics • epidemiology • hematology • the alimentary system • the internal environment, including topics of the cardiovascular system, the respiratory system, the renal system, and the endocrine system • diet and nutrition Furthermore, the student demonstrates competence in (oral) data presentation, analysis and interpretation, numeric, (medical) information retrieval and written communication

900113SCI/SSC: Theme course: Introduction to ECS

Discipline	SSC, SCI
Theme	ECS
Track	Theme
Prerequisites	High school Calculus. We recommend following Calculus or Calculus for Economics simultaneously.

This course elaborates the concept of sustainability. The carbon cycle and the Earth's energy balance are explained to understand our (changing) climate, and what measures are needed to limit global warming to a level that is considered acceptable. As 82% of the Dutch greenhouse gas emissions (218 Mt CO₂ equivalents) are caused by fossil fuel use, we focus on energy in this course. We discuss our energy demand, the difference between work, energy and power, frequently used energy units, and explain basic thermodynamics to understand why energy conversions are inherently inefficient. We treat the following energy sources in detail: fossil fuels, nuclear energy, biomass, solar and wind energy. Following MacKay we go for numbers, not (only) adjectives. Hence, physical concepts and equations are introduced to describe energy conversions and to calculate their potential for a significant contribution to our energy demand. We discuss reserves, environmental impacts, strategic concerns, costs and benefits. In addition we take a close look at transport and heating (18 and 13% of the total greenhouse gas emissions in the Netherlands, respectively). During this course, students will also do laboratory experiments (on Stirling engines and wind turbines) and a computer simulation.

900121SCI: Introduction to Geological Sciences

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Earth Environ.
Prerequisites	None

Why do continental plates cruise around the globe, what causes ice ages or global warming, what was the impact of the origin of life on the planet, and what is sustainable management of natural resources, including energy and water? In order to answer these questions a basic understanding of Earth Sciences is essential. Students will understand the dimension of deep time in geologic processes ranging between seconds (earthquakes) and hundreds of million years (plate tectonics), including the basic principles of absolute and relative age determination. Students will be able to identify different rock types and minerals and be able to relate these to the dynamic processes in the Earth System. This course will introduce the foundations of Earth Sciences i.e. the dimension of time in geological processes, the functioning of the major dynamic systems in the Earth as well as the role of Earth sciences in society and its relations to other disciplines. Climate change, natural hazards and natural resources, including energy and water, are key issues in modern society. In this course, students will learn the basics of the Earth's dynamic systems, the climate system, the plate tectonic system and the geodynamo system. In this course we explore the Earth as a dynamic system. The course consists of a series of lectures accompanied by a practical workshop. The lectures will focus on: plate tectonics; minerals, resources and rocks; volcanism and sedimentation; deformation and metamorphism; time in the geological record; the history of the Earth and the origin of life; the climate system and the hydrologic cycle; surface processes and deep processes; and the interaction between the dynamic Earth System and society. The practical rock determination workshop will focus on identifying minerals and rocks and exploring the geological record stored in them.

900132SCI: Introduction to Physics – The Mechanical Universe

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Physics
Prerequisites	A solid high school physics course and concurrent or prior enrolment in AUC's Calculus course

Introduction to Physics plays two roles in the AUC curriculum, serving as springboard into the physics track and also covering topics useful to students focusing on chemistry, earth/environmental sciences, or biology. The course builds on high school physics and multivariate calculus to rigorously cover concepts and topics such as space, time, energy, conservation laws, reference frames, gravity, circular and rotational dynamics, and harmonic motion. As needed, the required mathematical methods are introduced, including some vector calculus, integrals, and differential equations. In addition, a numerical data analysis tutorial will be given. Around mid-term, the course includes a practical exercise in compressed air and water rocketry wherein students numerically simulate the rocket flight path and compare their predictions to measurements taken by an on-board accelerometer.

900134SCI: Electricity and Magnetism

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Physics
Prerequisites	900125ACC Calculus

This course is an introduction to the basics of electricity and magnetism. In the first part of this course, we study the properties of the electric charge and field and see how this fundamental property of matter can be harnessed to build simple DC electrical circuits that are essential in so many technological applications. In the second part, we study the magnetic field without almost any consideration to the electric field. In the third part, we see how the electric and magnetic fields are intimately related to each other by the electromagnetic induction. Finally, in the fourth part, we revisit electrical circuits under alternative current. After this course, the student will be prepared to study electromagnetism, the subject that describes the nature of light and is at the heart of a tremendously important number of different technologies, like wireless and optical communications systems.

900141SCI: Introduction to Chemistry

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Chemistry
Prerequisites	A solid high school chemistry course and concurrent or prior enrolment in AUC's Calculus course 900125ACC

The main objective of this course is to provide students with understanding of the basic concepts of chemistry in such a way that they can apply these concepts to solve typical chemical problems in various fields of modern science. This course will focus on the first principles and concepts in the chemical sciences, especially in inorganic and organic chemistry. Emphasis will be on a number of essential topics in modern chemistry. In the first part of the course the focus will be on the general principles in the chemical sciences. Special attention will be paid to the structure of atoms and their place in the periodic table and the properties of various types of chemical bonds. Other important topics are the characteristics of gases/liquids/solids, reaction kinetics and acid-based equilibria. The second part of the course will focus on organic and inorganic materials. Typical topics in this part of the course are nomenclature, isomerism, stereochemistry, electrochemistry and chemical bonding theory. Furthermore, an introduction to the reactivity of organic and inorganic compounds will be presented.

900151ACC/SCI: Big Questions in Science

Discipline	SCI, ACC
Theme	Life, Evolution, Universe
Track	Big Questions
Prerequisites	None.

This course introduces students to exciting ideas at the forefront of scientific research, and develops the attitude characteristic of a scientific approach to the world. The course will start from the Big Questions which are currently in the news: the scientific theory necessary to analyse and discuss these big questions effectively should derive from the different questions put forward in class. The content will cover the three broad areas of Physics, Earth Sciences and Life Sciences with clear overriding themes throughout the course. Some topics to be covered in the course are: 1. Physics: the Big Bang theory, radiation and nuclear energy, nuclear waste, the nature of science. 2. Earth Sciences: volcanoes and earthquakes, global climate change, rise in sea-level, managing environmental change. 3. Life Sciences: genetic counselling and engineering, GM-foods, evolution, cells and cancer, cognition and language. At the end of the course the following aims will have been realised. • Students appreciate the basic human drive for scientific enquiry. • Students understand the connection between sciences and their meaning. • Students will be aware of the spatial sizes and time scales of natural phenomena. • Students understand the most important turning points in science and technology. • Students become conversant with the interplay of science, technology and society. This course is suitable for students planning to major in either the Social Sciences or the Humanities.

900151SCI: Ecology – From Soil to Society

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Earth Environ., Biology
Prerequisites	None

Life can be studied at different levels of organization. The overarching levels ecology and ecosystem biology deal with relationships between individual organisms and the relationships between populations of individuals. In this course, we will first briefly focus on the key players in ecosystems: bacteria, plants, animals and fungi. We will further address their reciprocal interactions and how these contribute to the regulation of population size and the flow of energy and nutrients within ecosystems. In addition, we will address biodiversity: what factors determine biodiversity and how biodiversity affects ecosystem functioning. The interaction of ecosystem biology with humans will be covered in various ways. We will use invasive species as a tool to study ecological processes. These species often disrupt local ecosystems, providing natural experiments to study ecological processes. At the same time, they may impact strongly on the economy if they completely overtake the local ecosystem. Invasive species thus provides a strong linkage to ecological theory and society. Another link with society is the in the biological control of pests, which builds on predator-prey or parasite-host relationships. Finally, we will look how Global Climate Change may affect biodiversity and ecosystem functioning. Ecological theory is often underpinned by or even formulated in terms of mathematical models. During the course we will pay attention to this approach and we will practice some simulations of biological systems. Ecology and biodiversity rely heavily on knowledge of the organisms involved. We will therefore pay due attention to learning to recognize some plants and animals (mostly insects). Topics: - Population ecology - Communities and Ecosystems - Biodiversity Biogeography - Human Impacts

900152SCI: Introduction to Biology

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biology
Prerequisites	None

Biology is the Science of Life. Various themes may connect its diverse sub disciplines like inheritance, evolution, behaviour etc. A strongly unifying theme is the fact that all life is related by descent. This far reaching concept will serve as an umbrella for the following topics: 1. The universality of life. All living organisms share similar design principles. For instance, all organisms consist of cells, have DNA as the carrier of genetic information, use ATP as a currency of energy etc. 2. The diversity of life. Despite all commonalities, there is a huge variation in morphology, physiology, life cycles etc. 3. The feasibility of life. Despite the fact that organisms live in a wildly fluctuating external environment, they are able to maintain a rather constant internal environment. Many aspects of these topics are well understood in molecular details, and we will thoroughly cover this ground. Some core questions in biology are: • What are the commonalities that all life shares? • How did current diversity evolve in time? • How can a single cell turn into a billion celled organism? • How can life cope with the fluctuations of its environment? • If competition is all pervasive, how can cooperation exist? Although many of such questions are formulated in terms of organisms or a higher level of integration, all these questions have answers that extend down to the molecular level. So a satisfactory answer will always refer to that level too.

900156ACC/SCI/SSC: Big Data

Discipline	SSC, SCI, ACC
Theme	n/a
Track	Big Questions
Prerequisites	TBA

Data is increasingly accessible in large quantities, and is often a side product of regular activities. Companies such as Facebook have access to detailed behaviour logs from millions of users, as do operators of smart grids or health services. This paradigmatic shift from limited, often purpose-generated data to vast amounts of incidental data has been termed 'big data'. Big data raises questions on a technical level, requiring basic infrastructural and novel analytical techniques. Business utilising big data can be found throughout the digital economy. Big data is also highly relevant for policy, for example in public health, energy and environmental protection and traffic and urban planning; as well as to research in the sciences, social sciences, and humanities. However, these opportunities also raise ethical concerns, most prominently in the realm of privacy. The Big Data course is one of AUC's 'Big Questions' courses, which focus on broad questions in an interdisciplinary framework. It is built around the notion of a paradigm-shift towards big data, and proceeds through four stages: Philosophical: concepts and contexts, which introduce the Kuhnian theory of paradigm shifts and discuss the history of technology, computation, and information. Technological: from data to information, discussing the collection, storage, analysis, and modelling of data, and applications in the sciences. This section also lays down fundamental skills. Social: power shifts and case studies, which focus on the power shifts resulting from the paradigm shift towards big data through case studies on businesses, government policies, and the digital humanities. Universal: criticism and big issues, encompassing critical thinking about and analysis of technical, legal and moral dilemmas. The course Big Data aims to foster an appreciation of the opportunities brought about by big data, providing students with a framework within which to approach novel questions in all academic fields, business and the arts. At the same time, it emphasises critical thinking about the ethical, social, and technological issues engendered by big data.

900161SCI: The Human Body I – Anatomy and Physiology

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed.
Prerequisites	None

The aim of this course is to provide a foundation for more advanced study of anatomy and physiology by introducing the constituent tissue types of the human body and fundamental concepts and terminology. From this starting point, the first part of the course will focus on the organ systems that are involved in movement and in the integration of bodily functions. Consequently the anatomy and physiology of the musculo-skeletal system, the nervous system (including special senses) and the endocrine system will be reviewed. The role of the nervous and endocrine systems in integration will be discussed with reference to the principles of ergonomics and homeostasis. The second part focuses on the pulmonary, cardiovascular, immune and urinary systems. We shall discuss how pulmonary ventilation is achieved and regulated and how oxygen and other substances are moved around the body and maintained at a balanced level. We will discuss the delivery of oxygen and substrates to the tissues for energy production, the removal of wastes and the maintenance of a stable internal environment in changing situations (for example during exercise). This module looks at the vital support systems that provide for these needs; the cardiovascular, pulmonary and urinary systems, as well as the defence mechanisms that protect the body. Since function is based upon structure we shall also review the anatomy of the organs that comprise these systems and explore how their functions are regulated. Finally, we will examine how the normal functions of these systems are changed by both exercise and disease. Other relevant topics are: Concepts of risk in medical practice; Labour forces in health care system; An investigation of equality and inequality in the Dutch health care system. Students will need to be able to: define and use correctly a range of anatomical terms; describe the histological structure and relate it to the function of the fundamental human tissue types, with particular reference to the skin; describe the development, role, structure and function of osseous tissue and the skeletal system; describe the development, role, structure and function of skeletal muscle fibres and the organisation and function of the muscular system; describe the development, role, structure and function of the nervous system and explain neural transmission and the action of drugs on the nervous system; describe the development, role, structure and function of the endocrine system and explain neural transmission and the action of drugs on the nervous system; explain the principles of homeostasis and describe the roles of the neural and endocrine systems in its maintenance; describe the physiological systems involved in transport of oxygen around the body and the removal of waste products; describe the composition and function of blood and overview the structure and regulation of the cardio-vascular system including the heart, the vascular system; describe the immune response and the involvement of the lymphatic system; describe the structure of the respiratory system, the transport of gases and the regulation of blood gas concentrations; describe how the urinary system works; explain the regulation of fluids and electrolytes; demonstrate competence in data presentation, analysis and interpretation, numeracy, information retrieval and written communication.

900171SCI/SSC: Introduction to Public Health

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Health
Prerequisites	None

This is an introductory course intended to introduce undergraduate students in a variety of disciplines to the basic tenets of public health. The course will provide a history of public health, an introduction to the core disciplines: epidemiology, biostatistics, environmental health, social and behavioural health, health economics and health policy and management, and current events and issues in the field. Upon completion of this course, the student will:

- Define public health and the impact it has had on history
- Describe the evolution of public health, including its future development
- Describe how public health is measured and compared across regions or populations
- Describe how health interventions are created, implemented and evaluated
- Describe the structure of the public health system in the various countries (continents) including how policy is implemented and how it impacts public health practice
- List the basic study designs used in public health and provide examples of how they may be used, analysed and interpreted
- Describe the impact of chronic and infectious diseases on the health of populations
- Describe the variance in health status based on social and demographic factors and explain populations with special needs from a life cycle perspective
- Explain how public health impacts other fields and how it may be integrated
- Discuss the relationship between public health and the medical care system
- Describe the role of public health in a global society

900181SCI/SSC: Introduction to Environmental Sciences

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Earth Environ.
Prerequisites	None

This course serves as an introduction to and covers broad aspects of environmental science and environmental studies. The aim of this course is to provide students with the fundamental ideas and concepts in the field of environmental sciences and with the analytical tools needed for a considered reflection on the nature of environmental problems and its possible solutions. Environmental science, as a discipline, combines aspects of the physical and biological sciences with issues from the social and political sciences. In this course, we will explore the concept of sustainability and how it relates to us, the scientific principles and concepts governing ecosystems and their processes, human population and resource use, how to sustain the biodiversity of the earth, and how we use our energy resources. This course should prepare students to continue to develop their environmental knowledge through further coursework. Important features of the course include systems thinking and critical reflection.

900191SCI: Programming Your World

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Information
Prerequisites	None

This course introduces students to modern programming techniques and provides them with basic programming skills. Students will learn the basics of programming languages: syntax, semantics, program correctness and the interplay between programs and data structures, with illustrations in concrete (families of) programming styles: imperative, functional, object-oriented. The course explores aspects of modern programming through lectures and hands-on lab activities. Topics: Syntax Semantics Program correctness Interplay between programs Data structures Illustrations in concrete programming styles Imperative programming Functional programming Object-oriented programming

900191SSC/SCI/HUM: Theme course: Introduction to ICC

Discipline	SSC, SCI, HUM
Theme	ICC
Track	Theme
Prerequisites	None.

Humans sense, act, think, feel, communicate, learn and evolve. We see these capabilities increasingly also in machines. This course aims to develop a first understanding of how humans and machines make sense of the natural environment from all the physical signals pouring into them. Information from the world around us will be related to the structure of our brain and basic cognitive tasks such as language, sensory perception, intelligent interaction, and action. In parallel, the course will introduce how machines can encode information, store it, reason with it and retrieve it later to guide behaviour. The course is particularly relevant for students interested in crossing the divide between (physical, life, social) sciences to cooperatively i) step up progress in cognitive information processing in both man and machine, and ii) develop new applications and technologies serving society. Topics covered include, information structure, pattern recognition and machine learning, man-machine interaction, collective intelligence, mediated communication, expression and emotion, memory, brain structure, neuronal processing, visual consciousness, social cognition.

900222SSC/SCI: Risk Management and Natural Hazards

Discipline	SSC, SCI
Theme	ECS, Social Systems
Track	Earth Environ., Economics
Prerequisites	900122SSC Environmental Economics OR 900181SCI/SSC Introduction to Environmental Science OR 900113SCI/SSC Theme Course: Energy, Climate and Sustainability

“Devastating earth quake hits Haiti.” “Hurricane Katrina causes the costliest disaster in the history of the United States.” “Japan fears a nuclear disaster after reactor breach.” Headlines that capture some of the major disasters that have struck our world in the past 5 years. Do you want to fight back? Are you prepared to take tough decisions about life and death under extreme time pressure? This course provides you with the skill set, knowledge and expertise to deal with these challenges. You will become a multidisciplinary team of risk fighters - devising plans, policies and practices to manage real-life disasters, at all stages of its life-cycle. At the core of your strategies is effective sharing of spatial information. Following introductory sessions that include team building, lectures on the natural and social processes involved in disaster management and practicals that familiarise you with data collection and spatial methodologies, we will work systematically through each stage of the disaster life-cycle: Risk Reduction, Relief and Recovery, and Short- and Long-term Reconstruction.

900223ACC/SCI: Computational Thinking

Discipline	SCI, ACC
Theme	n/a
Track	Maths
Prerequisites	TBA

Computational thinking is a digital age skill which is important for everyone, and not only computer scientists. We all need to understand how, when and where computers and other digital tools can help us solve problems. We also need to know how to communicate with others who can assist us with computer-supported solutions. It is a way of solving problems, designing systems and understanding human behavior by drawing on concepts fundamental to computer science. This includes: Formulating problems in such a way that computers and other tools can be used to help solve them Logically organizing and analyzing data Representing data through abstractions, such as models and simulations Automating solutions through algorithmic thinking (a series of ordered steps) Identifying, analyzing and implementing possible solutions with the goal of achieving the most efficient and effective combination of steps and resources Generalizing and transferring this problem-solving process to a wide variety of problems. Computational thinking is widely applicable across the Humanities, Social Sciences and Sciences. Some examples of applications are: Data Collection – studying population data in the social sciences, doing linguistic analysis in the humanities. Data Analysis – analyzing data from a scientific experiment, identifying patterns for different sentence types in linguistics. Abstraction – summarizing facts and deducing conclusions in the social sciences, using similes and metaphors in writing in the humanities. Algorithms and procedures – doing an experimental procedure in the sciences, writing instructions. Automation – using excel, using a spell checker. Simulation – simulating the movement of the solar system, playing (computer) games, doing a re-enactment from a story. This course will enhance critical thinking and analytical skills for students from all majors.

900225SCI: Vector Calculus

Discipline	SCI
Theme	ECS, Life, Evolution, Universe
Track	Maths
Prerequisites	900125ACC Calculus AND 900127ACC Linear Algebra

Tools for the description and analysis of multi-dimensional vector spaces are introduced, studied, and trained in exercises and assignments. This will be done in sessions that combine lecturing and problem solving. The material will be applied to the calculus of functions between multi-dimensional spaces, and results in the classical theorems by Green, Gauss and Stokes. Topics include: • Vectors and coordinate geometry in 3-space • Vector functions and curves • Functions of two and more variables, partial derivatives • Gradient and directional derivatives • Optimization • Implicit function theorem • Multiple integration and iterated integration • Polar and spherical coordinates • Line integrals and vector fields • Surfaces and surface integrals • Divergence and rotation • Theorems of Green, Gauss and Stokes • Applications (fluid dynamics, electromagnetism) Students will also practice exercises in-class to develop their skills.

900227SCI: Dynamical Systems

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Maths
Prerequisites	900125ACC Calculus (Linear Algebra Recommended)

Dynamical systems appear as models in applications whenever a nontrivial mechanism is at work. Dynamical systems are an ever-evolving component of mathematics. The different contexts include physics, chemistry, biology, economics and also the social sciences. In this course students will develop an understanding of the intriguing properties of dynamical systems. They will learn how to extract information from the model which is essential for the application of interest. Both discrete time and continuous time dynamical systems will be considered, leading to nonlinear (iterative) maps and (ordinary) differential equations. Famous examples from population dynamics in biology will be studied. Mathematical existence and uniqueness results reflect the deterministic nature of the models. Students will study linear dynamical systems, stationary states and their (in)stability, periodic behavior, chaos, global behavior of scalar maps and differential equations in the plane, as well as bifurcation theory.

900228SCI: Numerical Mathematics

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Maths
Prerequisites	900125ACC Calculus AND 900127ACC Linear Algebra (Vector Calculus Recommended)

Numerical mathematics is used frequently in all areas of science (e.g. fluid dynamics, meteorology and financial risk management). In many applications one encounters mathematical problems that cannot be solved through manipulations of formulas and, in such cases, numerical methods are used. These algorithms, implemented in computer programs, are at the core of scientific computing. In this course, students will learn the mathematical principles behind these numerical techniques and will apply them to non-trivial problems in applications outside of mathematics. The course focuses on the main numerical methods from modern day analysis and scientific computing. The theory is implemented in hands-on practical assignments. The list of subjects includes: error analysis, systems of linear equations, eigenvalue problems, interpolation, least square methods, fast Fourier transform, non-linear equations and ordinary (and partial) differential equations. Applications include Google page rank, data analysis and planetary orbits. A number of matlab assignments will also form an integral part of the course.

900229SCI: Probability and Statistics

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Maths
Prerequisites	900125ACC Calculus AND 900127ACC Linear Algebra, highly recommended

Many phenomena are subject to chance variation: economic time series, sampling of respondents in a survey (and subsequent lack of response), measurement error, survival after a medical treatment, physics of large systems, etc. Probability theory is the mathematical formalism to model such diverse phenomena. This course starts by introducing some key concepts of probability theory: - Random variables and vectors - Probability distributions and densities - Independence and conditional probability - Expectations - Law of large numbers and central limit theorem. Some models concern discrete systems and can be handled by elementary mathematics. However, emphasis will be on continuous phenomena, for which calculus of functions of one or more variables (as introduced in ACC 122) is necessary. Probability models are the basis for statistical analysis. Whereas descriptive statistics is concerned with averages and numerical tables, statistical inference tries to answer scientific questions regarding financial series, earth quakes, the health effects of certain foods, etc. This is done by modelling data as the outcome of a chance experiment. Statistics next aims at inferring the probability model for this experiment from the data. Methods are developed, understood and investigated from this perspective. Drawing up a reliable model for the underlying chance experiment is not always easy, but once available this allows making optimal decisions and quantifying the remaining uncertainty and possibility for generalization. Key concepts discussed in this course are: - Likelihood - Estimation, testing, p-value, confidence regions - Risk and power functions - Bayesian inference. The emphasis is on concepts, but well known concrete methods as the t-test, regression or anova arise as examples. The course is modern in its connection to recently developed methodology. Some examples of data-analysis, using standard software, may be included in the problem class that accompanies the lectures, depending on the background and interests of the students.

900233SCI: Quantum Physics

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Physics
Prerequisites	900127ACC Linear Algebra; 900133SCI Introduction to Physics is highly recommended

This course introduces and discusses the experimental basis, historical basis and the general formalism of quantum physics. The course also focuses on the wave function and its probabilistic interpretation leading to the fundamental Heisenberg uncertainty relations. The Schrödinger equation will be introduced and some important quantum systems will be studied, such as the particle in a box and the harmonic oscillator. In addition, the concept of quantum tunneling will be discussed. Furthermore, the formal framework of a Hilbert space will be introduced. The concepts of angular momentum, spin, fermions and bosons will be discussed. An important case study will be the hydrogen atom. Applications in chemistry will be discussed, such as the periodic table, the structure of molecules, and some of their properties. The conceptual problems that came with quantum theory will be given sufficient attention, in particular the measurement problem. We will also discuss the modern perspective on quantum theory through quantum information and its applications in cryptography. Black holes will be used to discuss the extent to which quantum theory can still today claim to be the final theory.

900234SCI: Statistical Mechanics (Physics of Large Systems)

Discipline	SCI
Theme	ECS, Life, Evolution, Universe
Track	Physics
Prerequisites	900231SCI The Physics of Heat

From the air we breathe to the food we eat, our daily life consists of interactions with environments, which contain 10^{24} or more particles. The only feasible way of understanding such enormous systems is with methods of probability and statistics. This course introduces the relevant techniques, which are an essential part of the toolkit of a modern physicist, chemist, and -- increasingly -- biologist. Our first goal will be to derive and understand from a microscopic viewpoint the concepts learned in Physics of Heat, including temperature, entropy, and free energy. In doing so, we shall make use of a powerful and broadly applicable concept of an "ensemble", a collection of all possible microscopic states of the system. The course will close with some more advanced topics in statistical mechanics: renormalization, which relates the physics at different scales and critical exponents, which provide a robust quantitative description of phase transitions. The problem sets and research project will highlight the broad applicability of statistical mechanics, from the physics of living systems to black holes and string theory. The common motif, which explains why the content of this course is useful in such diverse disciplines, is the (almost) universal emergence of simplicity in large, complex systems.

900235SCI: Electrodynamics

Discipline	SCI
Theme	Life, Evolution, Universe
Track	Physics
Prerequisites	900131SCI Electrons, Waves and Relativity AND 900225SCI Vector Calculus

Introduction to electrodynamics: electrostatics, magneto statics, electric and magnetic fields, electrodynamics, electromagnetic waves and radiation, potentials and fields. Griffith's book Introduction to Electrodynamics will be an excellent basis for this course.

900236SCI: Thermodynamics

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Physics
Prerequisites	900133SCI Introduction to Physics AND 900125ACC Calculus

This course introduces, discusses and derives the thermodynamical concepts of equilibrium, temperature and entropy. The role of energy, heat and work in thermodynamical systems will be explained, as well as diffusion and specific heat. The meaning of the Carnot cycle, reversible and irreversible processes will be discussed. Furthermore, the concepts of ensemble theory, Boltzmann statistics, partition functions, free energy, Bose-Einstein and Fermi-Dirac statistics will be studied. Applications that will be discussed include the ideal gas, Maxwell distribution, black body radiation, heat engines and refrigerators, phase transitions, magnetic systems and more, including attention to chemical and biological applications.

900239SCI: Physics Lab

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Physics
Prerequisites	Any 200-level physics course

Laboratory experimentation in almost all science disciplines is key to model building, scientific progress and advances in various fields of technology. An AUC science student should be equipped with the necessary knowledge to set up an experiment, interpret the data and place the findings within the context of the related sciences discipline(s). In other words, students should explore and develop the characteristics of an experimental research-process by doing experiments. All Science Laboratory Courses are connected to related 100 or 200-level disciplinary courses in order to set the necessary foundation for the experimental approach. A typical AUC Science Laboratory Course consists of the following components: - Students should become familiar with the literature related to the discipline of the experiment, - Formulate a research question/hypothesis, - Design an experimental procedure (taking into consideration safety issues), - Execute the lab experiment, - Document the experiment (that lab report), - Evaluate the experimental data (including statistical analysis and computational processing), - Analyse the results (model building), placing the findings in context of literature, and - Report on the entire process.

900241SCI: Metabolic Biochemistry

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Chemistry, Biomed.
Prerequisites	900141SCI Introduction to Chemistry OR 900152SCI Introduction to Biology OR 900161SCI The Human Body 1

This course examines the generation of metabolic energy in higher organisms with an emphasis on its regulation at the molecular, cellular and organ level. Chemical concepts and mechanisms of enzymatic catalysis will be emphasized, as well as selected topics in carbohydrate, lipid and nitrogen metabolism. Complex lipids and biological membranes, along with hormonal signal transduction, will also be discussed.

900242SCI: Medicinal Chemistry

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Chemistry
Prerequisites	900141SCI Introduction to Chemistry OR 900252SCI Molecular Cell Biology

Medicinal Chemistry is an highly interdisciplinary discipline at the interface of chemistry and biology. In this course a general introduction will be given to the process of drug discovery, drug design and synthesis, drug development and drug safety assessment. Subsequently, potential drug targets, mechanisms of drug actions (including drug-receptor/enzyme interactions and dose-response relations), drug disposition (including pharmaco-/toxicokinetics) and drug toxicity will be discussed. Using various drug classes, relationships between chemical structures and biological activities will be derived and illustrated. Finally, various modern developments and tools will be illustrated by recent applications in the field of medicinal chemistry.

900243ACC/SCI/SSC: Gastronomy: the Arts and Sciences of Cooking

Discipline	SSC, SCI, ACC
Theme	n/a
Track	n/a
Prerequisites	At least one 100-level (non-cross-listed) science course. Only for second and third year students.

Gastronomy: The Arts & Sciences of Cooking epitomizes the liberal arts and sciences philosophy, because it focuses on the applications of sciences (physics, chemistry & biology) in one of the most basic life skills, that of cooking. The course puts cooking into a broader societal and cultural perspective by using insights and theories from the social sciences and humanities. Among the topics covered are physics of heat, (micro)biology of foods, the chemistry of flavours, neuro-gastronomy, food culture and history, and food in arts. This course will not only be theoretical and discursive, but will also contain cooking exercises and lab sessions.

900244SCI: Inorganic Chemistry

Discipline	SCI
Theme	Life, Evolution, Universe
Track	Chemistry
Prerequisites	Introduction to Chemistry, Organic Chemistry is strongly recommended

This course discusses the molecular structure, electronic properties, and chemical reactivity of inorganic compounds (specifically addition and substitution). Furthermore, coordination chemistry and the role of transition metals in biological systems, chemical bonding, condensed phases and magnetic and optic characteristics of inorganic compounds are studied.

900245SCI: Organic Chemistry

Discipline	SCI
Theme	Life, Evolution, Universe, Health and Well-being
Track	Chemistry, Biology, Biomed., Health
Prerequisites	Introduction to Chemistry

Basic principles to understand the structure and reactivity of organic molecules. Substitution and elimination reactions and chemistry of the carbonyl group, aromatic compounds, methods used to identify the structure of organic molecules, principles of organic stereochemistry, organic reaction mechanisms, and methods used for the synthesis of organic compounds.

900246SCI: Environmental Chemistry and Toxicology

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Earth Environ., Chemistry
Prerequisites	900141SCI (Introduction to Chemistry) OR 900152SCI (Introduction to Biology) OR 900181SCI (Introduction to Environmental Sciences; only Science majors)

This interdisciplinary course examines the presence of chemical pollution in the environment and its effect on biological processes ranging from the molecular to the population level. The course consists of four main topics. 1. Environmental Chemistry addresses aspects as sources, characteristics, transport and fate of chemicals, including food web transfer and bioaccumulation. 2. Environmental Toxicology studies the kinetics, toxic effects and interactions of chemicals in the environment. 3. Monitoring of Pollutants discusses methods and strategies to determine exposure to well-known and emerging chemicals in the environment? 4. Risk Assessment addresses methods to derive safe exposure levels for humans and the environment, and to characterize their risk at environmental levels of exposure. Throughout the course, several classes of compounds will be discussed such as mutagens, pesticides, PCBs and dioxins, flame retardants, perfluorinated compounds and (other) endocrine disruptors.

900248SCI: Analytical Chemistry Lab

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Earth Environ., Chemistry
Prerequisites	900243SCI Environmental Chemistry/Eco-Toxicology

This course will provide students with hands-on experience in analytical chemistry. Techniques that will be applied include liquid and gas chromatography, mass spectrometry and spectroscopic techniques. Also bio-assays are introduced for analyzing (eco-)toxic compounds.

900252SCI: Molecular Cell Biology

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biology, Biomed.
Prerequisites	900152SCI Introduction to Biology OR 900161SCI The Human Body I

This course focuses on the functioning of cells in relation to each other and in relation to the extracellular environment as part of a multi-cellular organism. The course introduces and discusses the different parts of cells and how these different constituents function in relation to other cells in the direct vicinity, and to cells at a distance. The following topics will be discussed and presented: Cell-cell interactions Signal transduction Cell communication Cell-extra-cellular matrix interactions Cell migration Cell death Stem cells Different cell types in different tissues After this course the student should be able to understand the functioning of a cell on its own and in relation to its environment. The student should be able to describe the fundamental processes that take place inside the cell that are related to e.g. protein synthesis, gene expression, cell division, membrane metabolism, energy generation and cell movement.

900254SCI: Evolution and Origin of Human Diseases

Discipline	SCI
Theme	Life, Evolution, Universe, Health and Well-being
Track	Biology, Biomed., Health
Prerequisites	Introduction to Biology OR The Human Body I OR Ecology from Soil to Society: BRMS I OR Applied Statistics for Sciences is highly recommended

“Nothing in biology makes sense except in the light of evolution.” This quote from the evolutionary biologist Dobzhansky illustrates the central position of evolution in the biological sciences. This also applies to the medical sciences, which are fundamentally based in biology. Hence, an evolutionary approach to diseases is likely to teach us something valuable about the diseases –about their origin, their evolutionary consequences or about approaches to fight the disease. Obviously, a solid understanding of evolutionary biology is needed before we can start to investigate the evolutionary dimensions of diseases. This course will build the necessary basis. Topics will range from purely biological to human evolution to directly medically (HIV, Cystic Fibrosis). We will pay due attention to the quantitative aspects of evolution (simulations in Excel, statistical analysis). We will apply the biological knowledge to several case studies (Cancer, Malaria, genetic causation of diseases, mismatch diseases) to see how the evolutionary approach deepens and broadens our understanding of the example diseases.

900255SCI: Genes, Bioinformatics and Disease

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biology, Biomed.
Prerequisites	900152SCI Introduction to Biology

Students will study concepts and techniques related to traditional and modern genetics. The course provides students with a comprehensive overview of conjugation and recombination, gene regulation, forward and reverse genetics, gene linkage, mutagenesis screens, population genetics, genomics and functional genomics. The course also explores the applications of bioinformatics in modern life sciences.

900257SCI: Developmental Biology

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biology
Prerequisites	900152SCI Introduction to Biology

Students will study the field of biology that seeks to explain evolutionary events through the mechanisms of developmental biology and genetics. Students will attempt to determine ancestral relationships between organisms and how developmental processes have evolved. Topics will include the early body plan, cell type determination, organogenesis, morphogenesis, stem cells, cloning and other issues in human development.

900261SCI: The Human Body II

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed.
Prerequisites	900161SCI The Human Body I

The course Human Body II focuses on the structure and function of a multi-cellular system, the human body. Each human body is built up of ten thousand times more cells than the number of the entire human world population. These cells are organized in tissues that form the organs. This extremely complex system can only exist by rigorous organization and regulation which starts at the moment that an oocyte (egg cell) is fertilized by a sperm cell and continues until the body dies. Key elements of the organization and regulation involve the differentiation of cells. All cells in a human body contain the same genetic make-up (genome) but by differential use of the genome (transcription) cells are capable of exerting the correct function at the correct location (for example, stem cells differentiate into oocytes in the ovaries, into sperm cells in the testes and into cells that take up nutrients in the small intestines and in those places only). Differentiation of cells is the end point of a rigorous communication system of the body, including nerve cells, hormones, cell-cell communications, messenger molecules at long range (cytokines) and short range (nitric oxide and other gases) and many others. This miracle of biocomplexity of the human body is the topic of this course. Two organ systems are used as examples of differentiation and function related to structure: the sex organs and the gastro-intestinal tract. Focus is on the development of differentiation early during embryogenesis (from the fertilized oocyte onwards) and on the functioning of the organs in a mature body.

900262SCI: Hormones and Homeostasis

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed.
Prerequisites	900161SCI The Human Body I

Almost all diseases are failures of homeostasis. Students will study the principles of homeostasis and complex regulatory mechanisms (for instance: intestinal homeostasis, bone homeostasis, iron homeostasis, blood pressure regulation, homeostasis of body temperature). The main focus of the course is hormonal regulations in relation to homeostasis (for instance: energy, growth, reproduction, stress, blood glucose) in humans. Topics include types of hormones, the structure and function of hormone receptors, negative and positive feedback mechanisms, counter regulatory hormones, functional anatomy and histology of the endocrine system. The course centres on recent medical aspects (function/dysfunction) of the human endocrine and metabolic processes. Students will become familiar with endocrine diseases, diabetes and will understand (pharmacological) management of these diseases and the complications involved. During the course students will use recent scientific literature to prepare for individual or small group oral presentations.

900263SCI: Immunology

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed.
Prerequisites	900161SCI The Human Body 1 OR 900152SCI Introduction to Biology

Micro-organisms play an ambiguous role in our life. Whereas we tolerate billions of commensal bacteria in the gastrointestinal track, at the same time we have to build up highly sophisticated immune responses against a variety of life-threatening bugs (e.g. viruses, bacteria, fungi, parasites) that invade our body on the daily basis. On top of that, such bugs have evolved to evade our tailor-made immune system with an impressive number of tools. As a result, certain bugs may chronically infect our body and continuously form a potential danger, in particular in conditions of poor health. In addition, a calculated risk is that immune responses are associated with collateral damage that may even result in our death. Finally, the immune machinery may turn against us resulting in autoimmune and allergic diseases, of which the prevalence seems to increase in certain countries. Relevant questions in the field are 1) how our immune system manages to address the enormous variety of bugs, 2) how responses to harmless commensals, as well as autoimmunity and allergy are prevented and why the prevalence of these diseases increases, and 4) how immune-mediated diseases are characterized and how they can be treated. In this course we will analyse the battle against bugs by discussing the initiation of innate and adaptive immune responses. In this course we will learn about: 1. The receptors and cells that are used to recognize different classes or strains of microorganisms and the diversity of precise and less precise weapons immune cells have available. 2. The internal control mechanisms that diminish collateral damage and prevent autoimmunity and allergy, as well as the role of the environment herein. 3. The immune-mediated diseases and their treatment (chronic infection, autoimmunity, allergy).

900264SCI/SSC: Brain and Cognition

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed., Cognition
Prerequisites	900152SCI Introduction to Biology OR 900161SCI The Human Body 1

In this course students will become familiar with basic key concepts in (cognitive) neuroscience. The goal of this course is to deepen understanding of the neurobiology of the mind and the aetiology of mental disorders. Students will be encouraged to critically analyse the impact of neurobiology and (psychiatric) brain disorders on society. To most of us, the mind constitutes as the very essence of our identity. However, where to draw the line between normal and abnormal, well and ill, an eccentric personality and a schizotypic one, an active, creative fast-thinking personality and ADHD? This course will explore the neurobiology of the mind. First, students will be provided with a concise overview of the structure and function of the human brain and will be introduced to the basics of neural communication (electrical signalling and synaptic transmission). Next, the focus will be on key concepts in cognitive neuroscience such as perception, memory, attention, emotion and consciousness. A selection of relevant topics will be covered in depth (partly by students' presentations); possibilities include: altered states of consciousness, neurobiology of attraction and partner selection, creativity and mental illness, the gendered brain, the moral brain, free will, empathy and mirror neurons, intelligence, neurobiology of belief, superstition and religion, brain-machine interfaces, cognitive enhancers, mind control (this list is by no means exhaustive). An important focus of this course is the aetiology of mental disorders, such as ADHD, depression, addiction, autism and schizophrenia, with special attention for the nature-nurture discussion. Students will be challenged to critically reflect on the boundaries between normality and abnormality and the implications for society.

900265ACC/SCI/HUM: Advanced Logic

Discipline	SCI, HUM, ACC
Theme	n/a
Track	Logic and Philosophy
Prerequisites	900161ACC Logic, Information Flow and Argumentation, 100 level course

The aim of the 200-level advanced logic course is to provide the students with a deeper understanding of what logic is about. The course is a continuation of the introductory course 'Logic, Information flow and Argumentation'. As such, it maintains an interdisciplinary character and it draws connections with a variety of fields such as: philosophy of language, cognitive science, psychology of reasoning, mathematics, linguistics and natural language semantics, computer science, artificial intelligence, philosophy and history of logic. We will expand on the logics covered in the introductory course, namely, classical propositional and predicate logic, as well as dynamic epistemic logic. We will also motivate and introduce new systems, prominent in one or more of the fields mentioned above; for example, the students will be familiarised with intuitionistic logic, set theory, many-valued logics, tense logic, non-monotonic logic and game theory. In each case the students will learn to work within the respective logical systems and use their expressive powers, while asking critical questions about these systems and investigating their applications to various fields. We will explore the difference between the model theoretic and the proof theoretic approaches to logic, as well as study some interesting axiomatisations. In a few cases, a number of meta-logical results will be proven, such as the completeness theorem for classical propositional logic. Special attention will be devoted to philosophical questions surrounding the technical results.

900265SCI: Pharmacology

Discipline	SCI
Theme	Health and Well-being
Track	Chemistry, Biomed.
Prerequisites	Medicinal Chemistry OR Human Body I OR Metabolic Biochemistry OR Molecular Biology of the Cell

The functioning of the (diseased) human body can be affected by medicines, which act through a variety of molecular mechanisms. This course illustrates the physiological and pharmacological principles which are used for rational drug development and use. Identification of potential drug targets and the interaction of drugs with macromolecules as the main pharmacological principles are central in this course. Quantitative pharmacological, pharmacokinetic and statistical methods are used. At the end of the course students will be able to explain the effectiveness of existing drug therapies in a rational way in terms of the molecular targets, the cellular actions and the physiological consequences of pharmacological treatment. They will be able to apply pharmacological models when describing concentration-response, time-concentration, and time-response relationships of drugs.

900267SCI: Molecular Techniques and Immunology Lab

Discipline	SCI
Theme	Health and Well-being
Track	Biomed.
Prerequisites	900263SCI Immunology AND 900252SCI Molecular Cell Biology OR 900241SCI Metabolic Biochemistry

Lab course biomolecular and immunological techniques. Introduction to a number of techniques in molecular biology and biochemistry and associated bio-informatics tools. Techniques include: BLAST, cloning, PCR, gel electrophoresis, DNA digestion, ligation, transformation, sequencing, protein structure analysis, protein purification, mass spectrometry, immunoassays, working with antibodies. Note: Please be aware that for the course Biomed Lab you will be working with blood products. For the experiments it is important that this blood is as fresh as possible. These are blood products from blood donors in The Netherlands which of course have been screened in the past for infectious diseases, but at the moment of experiments this blood is untested. To rule out any risk it is important that you are inoculated for Hepatitis B. For maximum protection, the scheme for Hepatitis B vaccinations consists of a course of three injections: first one injection, than a month later a second injection, the third is 6 months after the first, followed by a blood test in the 7th month. Therefore, if you are not yet vaccinated, please do so as soon as possible. In almost all cases protection is there one month after the first injection, so if the blood test has not been done at the start of the course, this should not be a problem. If you do not have this vaccination, please contact your general practitioner, who will most likely be able to provide you with this inoculation or refer you to the appropriate authorities.

900269SCI: Cell Biology and Physiology Lab

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed.
Prerequisites	900161SCI The Human Body or 900252SCI Molecular Cell Biology

Laboratory experimentation in almost all science disciplines is key to model building, scientific progress and advances in various fields of technology. An AUC science student should be equipped with the necessary knowledge to set up an experiment, interpret the data and place the findings within the context of the related sciences discipline(s). In other words, students should explore and develop the characteristics of an experimental research-process by doing experiments. All Science Laboratory Courses are connected to related 100 or 200-level disciplinary courses in order to set the necessary foundation for the experimental approach. A typical AUC Science Laboratory Course consists of the following components: - Students should become familiar with the literature related to the discipline of the experiment, - Formulate a research question/hypothesis, - Design an experimental procedure (taking into consideration safety issues), - Execute the lab experiment, - Document the experiment (that lab report), - Evaluate the experimental data (including statistical analysis and computational processing), - Analyze the results (model building), placing the findings in context of literature, and - Report on the entire process.

900271SCI/SSC: Nutrition and Health

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Health
Prerequisites	900171SCI Introduction to Public Health

Nutrition is the essence of life and plays a central role in the health of individuals and populations. Therefore, nutrition by definition requires an interdisciplinary perspective drawing on fields as diverse as anthropology, biology, chemistry, epidemiology and economics. The course will emphasize an interdisciplinary perspective in understanding nutrition and related (public) health consequences. The nutrition-related biological mechanisms will be used as a basis to discuss how culture, society and economic factors relate to (public) health. Students will also be expected to discuss the impact of changing dietary patterns on public health, including both chronic disease and under-nutrition. The emphasis of the course will be on (guided) student led learning. In the last part of the course, every student will formulate a research question and write a review of a nutrition-related topic using both epidemiological as well as biological information.

900272SCI/SSC: International Public Health

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Health
Prerequisites	900171SCI Introduction to Public Health

This course explores the field of international health within the broader context of health and development. Basic issues related to major diseases and conditions in developing countries, including international health organisations and their influence on approaches to prevention, treatment and control, will be reviewed from a cross-cultural perspective. Topics covered during the course will be; culture, behaviour and health, reproductive health, infectious diseases, nutrition, chronic diseases, mental health, environmental health, health systems, health and economy, and globalization. Many of these health issues will be discussed using a human rights approach and/or the millennium goals. Part of the course will be devoted to creating a country profile regarding health status and evaluating existing health promotion or prevention programs.

900273SCI/SSC: Epidemiology

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Health
Prerequisites	900171SCI Introduction to Public Health AND 900121ACC Basic Research Methods and Statistics 1

The objective of the course is to learn and apply epidemiological methods to determine exposure/disease relationships. Students will study risk factors affecting health conditions and will be provided with a foundation in intervention strategies (preventive medicine). This discipline brings together the biological (medicine) and social sciences. Topics include measures and statistical terminology; observational studies; interventional studies; and public health surveillance. The course will also examine epidemiological study designs and measures of disease risk used in etiological epidemiology and health services research.

900281SCI/HUM: Environmental Archaeology

Discipline	SCI, HUM
Theme	ECS, Cities and Cultures
Track	History, Earth Environ.
Prerequisites	Introduction to Geology OR Introduction to Environmental Sciences OR Early to Modern History

Environmental Archaeology covers the interaction between humans and their environment in the archaeological and historical past. This broad scope embraces research covering a range of environmental specialisms within archaeology, such as archaeobotany and geoarchaeology, as well as more synthetic and theoretical approaches to the past human environment. Moreover new concepts such as the Anthropocene debate, the Human Niche Construction Theory and domesticated landscapes will be incorporated in the course.

900282SCI: Hydrology and Watershed Management

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Earth Environ.
Prerequisites	900121SCI Introduction to Geological Sciences OR 900181SCI Introduction to Environmental Sciences

Large lowland fluvial and coastal settings are especially susceptible to global environmental change, but include dense populations of increasing vulnerability. The adaption of appropriate management strategies within these settings requires an understanding of fundamental hydrologic and coastal processes, as well as an appreciation for the challenges in implementing management within a complex social and political framework. The purpose of this course is to examine the physical processes and management of fluvial and coastal environments, with a focus on large river basins and deltas. Topics to be examined over the semester include water resources and hydrology, erosional and sedimentary processes, river and coastal engineering, flooding and storm surges, policy and restoration, international basin management, and global environmental change. The course will include two field trips and laboratory assignments.

900283SCI: System Earth

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Earth Environ.
Prerequisites	900121SCI Introduction to Geological Sciences OR 900181SCI Introduction to Environmental Sciences OR 900132SCI Introduction to Physics OR 900141SCI Introduction to Chemistry

The focus of this interdisciplinary course is on the Earth as a complex and dynamic system. We will study the characteristics of, and interactions between the major Earth compartments (solid earth, atmosphere, biosphere, and oceans), with a focus on their dynamical behavior. The various biogeochemical cycles (of carbon, nitrogen, sulfur, phosphorus and metals) within and between these spheres will also receive attention. These cycles involve both biological, physical, geological and chemical processes and transformations. Both the natural and the human perturbed cycles will receive attention. There will be ample opportunity for students to focus on their specific areas of interest. Note that some knowledge of basic chemical concepts (elements, molar masses, reaction equations) is assumed.

900289SCI: Field course in Environmental Earth Sciences

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Earth Environ.
Prerequisites	900121SCI Introduction to Geological Sciences AND one of the following courses: 900283SCI System Earth OR 900282SCI Hydrology and Watershed Management

The lab course is largely field based (2 full weeks in the Ardennes), and includes mapping techniques, field observation, documentation and interpretation of results. Students will learn to make actual, relevant and accurate observations on the dynamic processes in the Earth, so that they will be able to do independent research in the field. We will focus on geological and geomorphological processes. 1. develop standard skills in geological observation techniques, including landforms, geomorphology mapping and processes, geological map, fossil assemblages, paleoenvironments, deformation structures and metamorphism, stratigraphic logging 2. documentation of observations 3. being able to think in geological dimensions of space and time 4. basic research methods in geosciences; i.e. testing hypothesis, research planning, writing of scientific report This lab course addresses the scientific method and observational skills valuable for Earth Science and will prepare for a capstone in the Earth and Environmental Sciences A continuous period of 16 days will be spend in the field, lodging and working space will be available. Students should be physically fit. A typical day in the field will include 9 hours outdoor activity, 3 hours of data processing, reporting and discussion.

900294SCI: Advanced Programming

Discipline	SCI
Theme	ICC
Track	Information
Prerequisites	900191SCI Programming your World

The Advanced Programming course explains the idea that a program itself can be the subject of study and can serve as input and output of so-called meta-programs. This insight is crucial for the success and versatility of the computing domain itself and for all its application areas; it forms the foundation for compilers, software analysis tools, code generators, domain specific languages and model-driven engineering. Relevant questions are: • How to parse and analyse the source code of a program? • How to represent and compute with the facts that have been extracted from source code? • How to transform source code? • How to synthesize and visualize the results of analysis and transformation? Building on and extending the initial programming skills that have been acquired in the prerequisite course Programming your World, this course follows the Extract- Analyse-SYnthesize (EASY) paradigm for metaprogramming and presents methods for extracting facts from programs and other data (using regular expressions, parsing), for representing these facts (using lists, sets, tuples, and relations), for analysing them (by computing metrics, checking types, and interpretation), and for synthesizing results (using code generation and visualization). The underlying theories of the material presented in this course are formal languages and automata, relationalcalculus, and term rewriting. Concepts from these theories will be introduced when they are needed during the course.

900295SCI: Data Structure and Algorithms

Discipline	SCI
Theme	ICC
Track	Information
Prerequisites	900191SCI Programming Your World

The overall objective of this course is to equip the student with a set of tools, including analytical skills, that will enable him/her to create programmable and efficient solutions for real world problems. As programming involves the manipulation of data, it is important to be able to analyze, design, program (apply the design), and select the appropriate data structures required to solve specific problems. Using real world example, this course acquaints students with design principles and complexities of operations and algorithms when performed on various data structures. Topics included are: data structures such as stacks, queues, trees heaps and operations, algorithm performance, complexity issues, sorting algorithms, searching algorithms. At the end of the course students will be able to:

- Define data structures studied.
- Describe the category of problems each data structure can be used to solve.
- Design a collection class for each of the data structures studied including lists, nodes, stacks, queues, trees, binary trees, heaps, hash tables, and graphs.
- Create simple programs implementing each of the data structures studied including lists, nodes, stacks, queues, trees, binary trees, heaps, hash tables, and graphs.
- Evaluate the different data structures in terms of time and their efficiency.

900296SCI: Machine Learning

Discipline	SCI
Theme	ICC
Track	Information
Prerequisites	900191SCI Programming your World (Basic Research Methods and Statistics I or Statistics for Sciences or Probability and Statistics are highly recommended)

Machine Learning develops and studies methods for using large amounts of observational data to discover general patterns. This course will introduce students to basic algorithms for supervised learning (classification and regression) and unsupervised learning (e.g. clustering). Topics include Linear Regression, Logistic Regression, Decision-Tree learning, Bayesian Learning, Neural Networks and Clustering. Students will develop an understanding of the fundamental concepts of machine learning using statistics and acquire skills in applying methods to real world learning problems. Students will implement algorithms in Python and learn to use a Machine Learning toolkit. The course consists of lectures, video lectures, working sessions and computer lab sessions. The textbook will be Tom Mitchell's book "Machine Learning" complemented by articles and notes. Assignments consist of written exercises, programming assignments using Python and a toolkit and a project.

900298SCI: Information Lab

Discipline	SCI
Theme	ICC
Track	Information
Prerequisites	900296SCI Machine Learning

The purpose of this intensive lab course is to provide students with a first experience in state-of-the-art machine learning methods for functional neuro-imaging. The course covers some basic aspects of MRI-based neuro-imaging data acquisition, experimental design, and data analysis. The core of the course is a project in which students apply and compare various machine learning methods in the context of neuro-image analysis. Students will be provided with existing neuro-imaging data (fMRI of subjects viewing different movie genres) and machine learning techniques (python), and are asked to determine in groups what brain regions contain information about the visual stimuli. The groups will compete against each other: the task being to predict on the basis of fMRI as accurately as possible what type of visual stimuli was seen. This requires groups to explore different machine learning techniques applied to different combinations of brain regions. At the end of this course: • Students are acquainted with basic mechanism of perceptual and emotional processing. • Students get an overview of tools and techniques to analyse brain activity data. • Students learn to use and compare machine learning technique in a specific real problem. • Students are able to design and conduct an experiment using appropriate research and analysis methods. • Students can evaluate and report about validity and limitations of scientific claims.

900301CIC: Capstone (12 ECTS)

Discipline	SSC, SCI, HUM
Theme	n/a
Track	n/a
Prerequisites	Third Year

N/a

900311SCI: Theme course ECS: a case study

Discipline	SCI
Theme	ECS
Track	Theme
Prerequisites	200-level courses related to this theme; exclusively for 300 level students

Since 70% of all CO₂ emissions are related to energy conversion processes, energy policy and climate policy are intimately related. In the first part of the course we will organize several (guest) lectures that focus on the causes and nature of the changing climate system and the impacts of these changes on human welfare. Special attention will be on uncertainties and controversies in the climate debate, such as the temperature reconstructions and measurements, influence of the sun, climate variability and the relationship between temperature and CO₂. Students will train their critical thinking skills in assessing the validity of the many conflicting arguments that play a role in this heated debate. The second part of this course we organize lectures about adaptation to, and mitigation of climate change. Examples of such mitigation options include energy efficient cars and renewable energy technologies. Furthermore, students will work in project teams and apply multicriteria analysis (MCA) to systematically analyze the pros and cons of these and other solutions. In a workshop, the ins and outs of MCA will be trained. Four case studies will be elaborated during the course: the sun, IPCC vs NIPCC, Shale gas and die Energiewende. Students will be subdivided into four groups; two groups will organize a workshop on the case study, so each group organizes two workshops.

900312SCI: Theme course LEU: Astroparticle Physics

Discipline	SCI
Theme	Life, Evolution, Universe
Track	Theme
Prerequisites	900SCI233 Quantum Physics; exclusively for 300 level students

Astroparticle physics is a multidisciplinary field, which connects the study of the smallest scales (elementary particles) with the largest scales (the Universe). Important topics are the origin of cosmic rays, gravitational waves, the physics of the early Universe, and the nature of dark energy and dark matter. The latter forms an important theme of the present course. For that reason the course starts with the evolution of the Universe, from the Big Bang to the Universe today, and the role of dark matter and dark energy in that evolution. This includes descriptions of the large scale structures, the early Universe, nucleosynthesis, inflation, and the cosmic microwave background. After a short interlude on cosmic ray acceleration, we turn to the microscopic constituents and discuss quarks and leptons, and their interactions and symmetries. We conclude by considering particles such as neutrinos, charged particles etc. as probes of the physics that occurs in the Universe. The course does not only describe the theoretical aspects of astroparticle physics, but also provides ample discussion of experimental evidence.

900314SCI/SSC: Theme course HW: Lifestyle and Disease

Discipline	SSC, SCI
Theme	Health and Well-being
Track	Theme
Prerequisites	200-level courses related to this theme, preferably Epidemiology OR Nutrition and Health; exclusively for 300 level students

Diseases such as cancer, cardiovascular diseases, diabetes mellitus and obesity contribute largely to the global burden of disease. Important risk factors of these diseases are within the domain of lifestyle; scientific evidence shows a clear relation with dietary behaviours and physical activity. The strong association with lifestyle implicates that the majority of these diseases are preventable. A planned approach of disease prevention and health promotion is desirable to develop effective interventions and public health solutions. This approach entails a thorough process from analysing the public health problem, to identifying the lifestyle factors that cause the problem, to assessing the behavioural determinants of the relevant behaviours to selecting suitable intervention strategies and evaluation of the entire process.

900315SCI: Theme Course LEU/HW: Mechanisms of Disease

Discipline	SCI
Theme	Health and Well-being
Track	Health
Prerequisites	900261SCI The Human Body II OR 900252SCI Molecular Cell Biology OR 900241SCI Metabolic Biochemistry OR 900262SCI Hormones and Homeostasis OR 900263SCI Immunology

The aim of this theme course is to provide an introduction to the relations and mechanisms between normal function (physiology) and disease (pathophysiology), illustrated by the following topics; 1. general paediatrics: growth and development 2. heart and blood vessels 3. Kidney 4. liver 5. reproductive system and endocrine glands 6. Hematology, infectious diseases and immunology 7. Respiratory system 8. The newborn 9. Pediatric Intensive Care 10. Translational genetics 11. Oncology 12. Evidence based medicine. Each module will deal with the problems of a specific organ system. On top of this, a course on epidemiology and Evidence Base Medicine is integrated. Most of the modules have the following format: 1. Patient presentation (30 minutes) 2. Introduction lecture: how does the organ/system work (physiology), what causes hampering of its function (determinants of disease) and to what does that lead (pathophysiology and impact of the disease). Groups presentations (80 minutes) 3. "State of the art" lecture (25 minutes). 4. Demonstration of clinical "tools" (30 minutes). During each module, the participating students will receive assignments for a planned patient contact and self-study program directed to a better understanding of disease mechanisms concerning the specific organ system. During the course, in addition to gaining knowledge on the relation between physiology and pathophysiology, the students, through contact with selected patients, will have an opportunity to understand the diagnostic, therapeutic, psychological and social consequences of disease, with reference to previous courses (The Human Body and Introduction to Health and Wellbeing).

900322SCI: Partial Differential Equations

Discipline	SCI
Theme	ECS, Life, Evolution, Universe
Track	Maths
Prerequisites	900127ACC Linear Algebra AND 900225SCI Vector Calculus

The majority of physical phenomena can be described by partial differential equations (Maxwell equation for electromagnetism, Schrödinger equation in quantum mechanics, Einstein equation in general relativity, diffusion equation in thermodynamics, wave equation in optics). Partial differential equations are also fundamental in the life sciences (reaction-diffusion equations) and economics (e.g. Black-Scholes equation). This module discusses these equations and methods for their solution. For example, for the heat and wave equation we discuss the method of separation of variables. This ties in with the remarkable result of Fourier that almost any periodic function can be represented as a sum of sines and cosines, called its Fourier series. An analogous representation for non-periodic functions is provided by the Fourier transform (and the closely related Laplace transform). We shall also discuss the the role of eigenvalue problems and some basic spectral theory, as well as fundamental solutions and associated Green's formulas. If time permits, we will cover some numerical methods. Topics include: • Second order ordinary differential equations, including non-constant coefficients • Power series solutions • Wave equation • Laplace transform • Complex functions (in particular contour integration, residues) • Fourier transform, Fourier series • Fourier analysis • Separation of variables • Heat equation • Laplace and Poisson equation • Green's function • Polar and spherical coordinates • Bessel functions • Schrödinger equation

900323ACC/SSC/SCI: Advanced Research Methods and Statistics

Discipline	SSC, SCI, ACC
Theme	n/a
Track	n/a
Prerequisites	900121ACC BRMS; BRMS II is strongly recommended

In this course we will cover a series of techniques that go more into depth than those covered in BRMS and BRMS II. We will work extensively with data and learn how to analyze and interpret data at an advanced level. The course covers the following topics: - recap multivariate linear regression and ANOVA - complex regression models (e.g. mediated moderation) and MANOVA - dealing with violated regression assumptions - generalized linear models, i.e. regression models for categorical and limited dependent variables - methods of data reduction and scaling (e.g. PCA, correspondence analysis) - If time permits: introduction to structural equation modeling and multilevel analysis Advanced Statistics will be an essential preparation for those who are planning to do a Master's program in one of the quantitative social sciences such as Psychology, Economics, Sociology, Political Science, or Health Science.

900233SCI: Introduction to Financial Mathematics

Discipline	SCI
Theme	ECS, Life, Evolution, Universe
Track	Maths
Prerequisites	900127ACC Linear Algebra AND 900225SCI Vector Calculus AND 900229SCI Probability and Statistics

• Financial institutions trade in risk, and it is therefore essential to measure and control such risks. Financial instruments such as options play an important role in risk management, and to handle them one needs to be able to price them. This course gives an introduction into financial mathematics. The emphasis is on analysis, although the first few weeks a more stochastic approach is sketched. • The following topics are treated: • introduction in the theory of options; • the binomial tree method; • introduction to Ito-calculus; • the Black-Scholes model; • the classical partial differential equations; • the Black-Scholes formula with applications; • American options and free boundary problems; • introduction to numerical methods for PDE's based on applications in financial mathematics.

900331SCI: Nanoscience

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Physics
Prerequisites	900233SCI Quantum Physics (is the minimum prerequisite). Chemistry; Electrons, Waves, and Relativity; and Statistical Mechanics are recommended.

This course will focus on the emerging field of nanoscience. While not all of nanoscience is radical or new, the collection of topics under a single umbrella is a recent and useful initiative. At small length scales, the discreteness of matter and energy causes nano-structured materials' properties to diverge from those of the bulk. Special properties of nano-structured materials are currently finding application in energy, electronics, advanced materials, and medicine. Split into three parts, the course will explore the physical laws relevant to nanoscale systems, the current methods for studying and creating nanomaterials, and a sample of research topics in nanoscience. First, the course introduces branches in physics and chemistry which are necessary for understanding nanoscale systems, including advanced topics in statistical mechanics and quantum mechanics (e.g. chemical kinetics, simple band theory, quantum transport, and perturbation theory). Second, the course will explore the varied techniques that enable the synthesis, analysis, and control of nanomaterials. The third part of the course will study developments in nanoscience, allowing students to pursue their own interests in the field.

900333SCI: Condensed Matter Physics

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Physics
Prerequisites	900233SCI Quantum Physics AND (900231SCI Physics of Heat, strongly recommended)

For this course we leave the traditional path which starts with a geometric description of ideal crystal structures and scattering of X-rays and neutrons in such structures. Instead, we immediately consider electron tunnelling from atom to atom in condensed matter, a process which is independent of the exact arrangement of atoms. The basic theoretical ingredients are introduced by treating the simplest system, that of two protons and two electrons, i.e. the H₂- molecule. Already with this simple example we can understand qualitatively electron hopping, correlation effects and the occurrence of magnetism. Evidently, a two atomic molecule is quite different from a solid containing approximately 10²³ atoms per cm³. In order to explore the profound influence of a large number of atoms we consider a very long chain of atoms and discover that translation invariance can lead to the formation of energy bands separated by forbidden energy gaps. This plays a vital role in the description of metals, semiconductors and insulators. The determination of electronic states in materials is only one ingredient of condensed matter physics. It is quite evident that in many-particle systems statistical physics is eminently needed. While electrons are described by Fermi-Dirac statistics, lattice vibrations (whose quanta are called phonons) obey Bose-Einstein statistics. In a certain sense, Physics of Condensed Matter is a marriage of Statistical Physics and Quantum Mechanics. It is a fascinating playground where various skills are required to understand the many facets of existing and future materials. It is also a playground full of surprises, some of the most spectacular being the discovery of high temperature superconductors (Nobel prize 1987) and of graphene (Nobel prize 2010). Both systems will be described in this course.

900334SCI: Mathematical Methods in Physics

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Maths, Physics
Prerequisites	900233SCI Quantum Physics; 900131SCI Electrons, Waves and Relativity is highly recommended

This course introduces the student to a number of central concepts and techniques in mathematical physics. We start introducing the necessary background on sets, functions, and the notions of homomorphism and isomorphism. We practice mathematical proofs for these notions. Tensors are then introduced, and tensor calculus is developed. Groups and representations are defined, and we study in detail two groups that are of central importance in physics: the rotation group SO(3) and the spin group SU(2), their geometrical interpretation, and their representations, which we then apply to quantum mechanics. In the second part of the course, after a review of Maxwell's theory and its reformulation in terms of gauge potentials and tensors, we study in some detail the theory of special relativity, applied to classical electrodynamics. Finally we study various symmetries of classical electrodynamics: its covariance, gauge invariance, and conservation laws.

900344SCI: Computational Chemistry and Catalysis

Discipline	SCI
Theme	n/a
Track	n/a
Prerequisites	900245SCI Organic Chemistry AND 900233SCI Quantum Physics

Computational chemistry plays a central role in modern chemical research. Various molecular properties can be computed with chemical accuracy. In this way, information can be obtained about quantities that are experimentally inaccessible yet indispensable for molecular design and synthesis. One of the main objectives of this course is to learn current state-of-the-art quantum chemical methods and computer software. This course deals with ab initio theory (among others, Hartree-Fock and Møller-Plesset theory) and modern density functional theory (DFT). These methods are applied in a computer lab in order to get acquainted with important modeling skills, such as, geometry optimization (molecular structure, stability, and thermo-chemistry), the exploration of potential energy surfaces (kinetics, reaction mechanism), and bonding and reactivity analyses (quantitative MO theory, Activation strain model). A second main objective is to develop skills for casting an (experimental) chemical problem into a computational approach leading to a practical solution. Furthermore, the course provides an introduction into creating physical models that help interpreting experimental as well as computational data. An important issue in this course is the unifying power of computational chemistry: the same theoretical models serve as tools for solving very diverse problems from all branches of chemistry, ranging from organic chemistry and catalysis via biochemistry till pharmaceutical sciences.

900351SCI: Epigenetic Regulations

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biology, Biomed.
Prerequisites	900252SCI Molecular Cell Biology

Advanced topics and recent developments in the field of epigenetic regulation with special emphasis on the role of epigenetics in various biological processes in human, animals, plants, fungi and bacteria. Further topics are: biochemistry and dynamics of DNA modification and chromatin modification (DM) and of the role these epigenetic mechanisms have on gene expression and inheritance of traits.

900352SCI: Conservation and Restoration Biology

Discipline	SCI
Theme	Life, Evolution, Universe
Track	Biology
Prerequisites	Introduction to Biology OR Ecology from Soil to Society

This course will focus on conservation of biological diversity at gene, population, species, ecosystem, landscape, and global levels. It develops scientific and technical means for protection, maintenance, and restoration of ecological and evolutionary processes as part of biodiversity conservation. Topics will include the causes and consequences of biodiversity loss, established and emerging conservation approaches and strategies, and the ecological and evolutionary theory that underlies these approaches. In addition it discusses the notion of ecosystem services and the role such services play in conservation and restoration policies.

900361ACC/SCI: Mathematical Logic

Discipline	SCI, ACC
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Maths, Logic and Philosophy
Prerequisites	Third-year Science majors. Third year SSC and HUM majors with good mathematical skills. NB HUM majors should also have followed the 200-level Advanced Logic course. This is not strictly necessary for SCI and SSC majors.

In this course we study branches of logic -techniques and theorems- that are most relevant to mathematics. There are two sides to the relation of logic to mathematics. On the one hand, logic is concerned with so-called foundational questions about mathematics. Such questions lead to the development of formal systems that formalise parts of mathematics, e.g. axiomatisations of arithmetic, analysis, geometry etc. A central theme here is the expressive power of a logical system, and, in particular, whether the system is expressive enough to contain the mathematical theory at hand, so that properties of the logic immediately transfer to properties of the mathematical theory. On the other hand, logic is concerned with the proof of meta-mathematical results, such as consistency and decidability of particular formal systems, definability of certain notions of interest etc. These results include limitative theorems which establish the absolute limits of the deductive power of formal systems; a good example here is the famous Halting problem which roughly states that there is no method by means of which it can be decided for arbitrary computer programs whether they will eventually terminate on arbitrary input or run forever. Although such a limitative theorem belongs to theoretical computer science, its implications inform any application of computation as we know it. The techniques and theorems that we will study come from the four main areas of mathematical logic, which are: set theory, proof theory, model theory and recursion theory.

900361ACC/SCI/SSC/HUM: Moral Dilemmas in Medical Practice

Discipline	SSC, SCI, HUM, ACC
Theme	Health and Well-being
Track	Health, Logic and Philosophy
Prerequisites	Students are required to have completed at least two 200-level courses in their major.

Medical practice is characterised by moral dilemmas. What should a physician do when a patient asks for active termination of life because of unbearable suffering? What should professional caregivers do when an elderly patient refuses a diagnostic procedure which might help to determine the cause of physical problems? What should a nurse do when a psychiatric patient might become dangerous to himself or others? What should a genetic counsellor do when a person does not want her family to know that she has a hereditary condition which may be relevant for her relatives? In this course, these dilemmas will be studied from a theoretical perspective and investigated using methods for ethical case analysis. Topics include: - end of life decisions - responsibility in elderly care - coercion in psychiatry - genetics. The student will acquire knowledge of: - theories on medical ethics - moral dilemmas in health care - methods of case analysis - the practice of the ethical consultant The student is able to: - understand the significance of moral dilemmas in medical practice. - place these dilemmas in a theoretical perspective and analyse them methodically (discussions, paper). - interview a healthcare professional on ethical issues and analyse the transcript.

900361SCI: Infectious Diseases

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed.
Prerequisites	900263SCI Immunology

The field of microbiology studies micro-organisms: bacteria, viruses and parasites. Medical microbiology comprised of bacteriology, virology and parasitology studies microbial pathogens that cause infectious diseases in the (human) host. During this course, the classification, replication, transmission and detection of these pathogens will be studied, together with the presentation of on specific pathogens and their associated diseases that are currently threatening the human population. Vaccination is a powerful tool to prevent infection. Several vaccination strategies, their outcomes, as well as current challenges will be discussed. E.g. why is there still no anti-HIV vaccine whilst the combat against polio was so easy? The textbook will be an important backbone of this course, while the purpose of the lectures is mainly to illustrate current microbiologic research and threatening infectious diseases while stimulating discussions on relevant questions in the field.

900362SCI: Cancer Biology and Treatment

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed.
Prerequisites	900252SCI Molecular Cell Biology AND 900263SCI Immunology

Cancer is a leading cause of death worldwide with an enormous impact on patients live and their surroundings. In this course we will start discussing the social and cultural meaning of cancer. We will look at population differences and the influence of genetics and several environmental factors on tumor development. Major oncology topics will be discussed during the lecture sessions, including; - important molecular mechanisms and gene pathways involved in cancer development and maintenance, - multi-step tumorigenesis, - oncogenes and tumor suppressor genes, - cell-cycle control, - DNA integrity, - apoptosis, - invasion and metastasis, - angiogenesis, - Cancer Stem Cells. Finally we will discuss already successfully used and possible future targets for therapy also concentrating on major ethical questions. Current research developments on the discussed topics will be integrated in the programme doing journal clubs and research debates. During the course students will work on a research project and get the chance to interact with young researchers currently working within the cancer research field.

900363SCI: Cardiovascular Diseases

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed.
Prerequisites	900252SCI Molecular Cell Biology

Cardiovascular diseases including heart failure and stroke are among the main causes of death in the Western world. Their incidences are still rising due to the aging of the population, obesity and, paradoxically, the successful treatment of acute myocardial infarction and cardiac arrhythmia. The aim of the course is to give the students a thorough understanding of the pathomechanisms involved in cardiovascular diseases and to provide insight in the current state of affairs and future prospects of prevention, diagnosis and treatment of cardiovascular diseases. Starting from basic cellular processes, various aspects of cardiac and vascular function at the organ level in health and disease will be covered. The impact of lifestyle, diet, sports and genetics are discussed. Major health issues related to obesity, diabetes, chronic inflammation, sepsis and shock will be discussed, as well as the impact and pharmacokinetics of several of the major drug classes, like beta blockers, diuretics, statins, warfarin and aspirin.

900364SCI: Neurosciences

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed.
Prerequisites	900161SCI The Human Body I AND one of the following courses: 900264SCI Brain and Cognition (highly recommended) OR 900252SCI Molecular Cell Biology OR 900261SCI Human Body II

The human nervous system governs all aspects of our cognition and behaviour. Look around yourself and marvel at the brains accomplishments. From language to music to machine, it all bears witness to the bewildering functional complexity of the nervous system. How does it work? In the Neurosciences course our aim is to provide students with a fundamental understanding of how the brain works. In addition, we focus on a second compelling reason to know more about the nervous system, which is the need to understand how malfunctions lead to neurologic and psychiatric disease. Emphasis will lie on studying the normal function of the brain, but modern scientific and clinical demands make it mandatory that we explore ways to translate fundamental experimental knowledge to clinical practice. Therefore, the clinical implications and opportunities for translational research will be discussed for selected subjects. The course has a strongly neurobiological character. We will study the organization and function of the nervous system by looking at the molecular and cellular components that constitute the nervous system and the way neural cells are organized in neural circuits which, in turn, make up neural systems that process similar kinds of information, i.e. the sensory, motor and associational systems. The associational system is particularly intriguing since it mediates the most complex functions. It will become clear how we can study the brain's physiology and pathophysiology using structural, functional and behavioural analyses. Modern research in mental health requires the study of specific cognitive and affective domains across different diseases. To illustrate such an integrated approach we will apply experimental physiological findings to the pathophysiology of at least two disorders, viz. Parkinson's disease and Addiction. We will use a textbook supplemented by original research papers. The textbook includes excellent brain atlas software which will be used to prepare for a neuroanatomical practical in which we will dissect the human brain. Students will be required to present (parts of) book chapters or additional reading and to initiate and moderate discussion of the above literature or other study assignments.

900366SCI: Clinical Neurosciences

Discipline	SCI
Theme	Health and Well-being
Track	Biomed.
Prerequisites	900264SCI/SSC Brain and Cognition AND 900265SCI Pharmacology OR 900241SCI Metabolic Biochemistry

This course will offer advanced training in principles of modern neuroscience and the application of those principles to a range of neurological disorders promoting understanding of the clinical presentation as well as ongoing clinical and fundamental research. Emphasis will lie on a translational research approach that allows fundamental (patho)physiological work to have direct impact on clinical practice. A number of important neurological disorders will be presented and discussed in depth. For every disorder, the neuropathological basis and current disease-related research will be extensively covered. Focus will be on the neurological and cognitive symptoms of each disorder, as well as on neuroradiology and diagnostics, and therapeutic intervention options. The course includes the following topics: Dementia, Movement disorders, Multiple sclerosis, Neuro-oncology, Childhood white matter disorders and Neuropsychiatric disorders. A general introduction will be provided on neuroimaging and its applications in neurological research. This will be complemented by a module on clinical neuroanatomy and radiology, and microscopical visualization of pathology in brain tissue (histopathology).

900371SCI/SSC: Addiction

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed., Health
Prerequisites	900264SCI Brain and Cognition OR 900242SCI Medicinal Chemistry

The goal of this course is to gain insight into the etiology and the neurobiology of addictive behavior. The course explores various topics in the study of drug addiction. The primary emphasis is on psychological and biological theories of drug addiction. Genetic and personality traits representing risk factors for the development of addiction will be identified. Other important topics are clinical diagnosis and treatment. Psychomotor stimulant (e.g. amphetamine, cocaine) and opiate (e.g. heroin, morphine) drugs, but also the more socially accepted drugs nicotine and alcohol, figure prominently in an examination of the pharmacological properties of addictive drugs. Much of the course relates the important mood-elevating effects of these drugs to their biological actions. However, non-drug related addictions, such as gambling and obsessive eating will also be discussed. We will also address the huge impact of addiction on our society and the effectiveness of drug policies.

900373SCI/SSC: Human Stress Research

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed., Health
Prerequisites	200 level course in Health, Biology or Biomedical track

'Stress' is one of the most intriguing phenomena that affects our life as it is today. At the same time, however, do we know what we are talking about? There is no other word in the Anglo-Saxon language that is so ill-defined, or has so many meanings as the word 'stress'. Usually, when we talk about stress, we mean that life is weighing heavy upon us. Stress is imbalance. Scientifically, when we talk about stress, we talk about the (psychobiological) stress response and stressors (stimuli) that are able to elicit a stress response. In this way, stress is conceptualized as a positive force that enables us to learn from encounters and adapt to our environment, only being disruptive when for one reason or the other our coping skills fail and our stress response becomes inadequate: without stress there is no life; with too much stress life becomes miserable! The present course provides insight into today's concepts of stress, the (psycho)biological mechanisms underlying the human stress response, the autonomous nervous system, the neuro-endocrine pathways and the immune system, and its impact on health and disease. The disease context is illustrated by discussing depression as a chronic stress syndrome, the post-traumatic stress disorder as a worn out disease and the conduct disorder as a cold-hearted condition. Prudent steps towards new treatment strategies will be highlighted.

900381SCI/SSC: Introduction to GIS

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being, Social Systems
Track	Earth Environ., Economics
Prerequisites	900125ACC Calculus OR 900121ACC Basic Research Methods and Statistics, course exclusively for 300 level SCI/SSC students

This course provides an overview of the theory and practice of utilizing Geographic Information Sciences (GIS) as a method for analysis of environmental problems. The course applications are primarily directed to the natural sciences, but the techniques are also appropriate for the social sciences (such as urban planning). Lectures will emphasize general principles and theory in GIS, and the nature of geospatial data systems. Labs will be oriented towards concepts discussed in class by employing ArcGIS and related software packages to the display and analysis of geospatial data. Specific topics to include overview of geospatial technologies; geodetic datums, projections, and coordinate systems; vector and raster data structures; attribute and relational databases; spatial analysis (e.g., map algebra), and spatial modelling. Format: lecture at AUC and computer laboratory. Students are expected to complete a final project on an approved topic.

900382SSC/SCI: Medical Anthropology

Discipline	SSC, SCI
Theme	Social Systems
Track	Health, Anthropology
Prerequisites	900181SSC Classical and Modern Anthropological Thought OR 900112SCI/SSC Health and Well-being Theme Course

This course is an introduction to the growing field of medical anthropology. Medical anthropology has been recognized as an essential part of many international aid programmes and health promotion strategies. At a time of major global health problems – such as AIDS, tuberculosis, malaria and malnutrition, as well as the social problems linked to poverty, urbanization and overpopulation – a global, cross-cultural perspective is increasingly necessary. Students learn what role medical anthropology can play in understanding health problems in a variety of cultural settings, and how to prevent and deal with them. Topics discussed may include the development and history of the central theories in medical anthropology, the social and cultural construction of illness and disease, the body, medical institutions and healthcare, pain, and stress. Students will learn advanced topics on various schools of qualitative and participatory research, linking research with interventions and advocacy.

900384SCI: Atmospheric Sciences

Discipline	SCI
Theme	ECS
Track	Earth Environ.
Prerequisites	900141SCI Introduction to Chemistry. Preferably also System Earth.

This is an applied science course in atmospheric chemistry and physics. We will work towards understanding sources of atmospheric trace gases and aerosol particles (also known as PM or particulate matter), their chemical and physical transformations, their atmospheric effects, and their removal processes. A basic understanding of physical chemistry (e.g. kinetics) and calculus is assumed. Topics of study may include: photochemical smog formation; stratospheric ozone depletion; particulate matter (PM) formation; aerosol population dynamics; heterogeneous chemistry; cloud physics; solar radiation management.

900385SCI: Advanced Geosciences

Discipline	SCI
Theme	ECS, Life, Evolution, Universe
Track	Earth Environ.
Prerequisites	Intro Geological Sciences AND System Earth OR Field Course Environmental and Earth Sciences

This course focusses on rates and magnitudes of geological processes. Including the cutting edge of plate tectonics, dynamics of sedimentary basins, and paleoenvironments. We will explore processes in the solid Earth, and their geological record stored in the sedimentary archive. It will include a short excursion as well as a number of practical assignments.

900386SCI: Climate Sciences: Past and Present

Discipline	SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Earth Environ.
Prerequisites	900121SCI Introduction to Geological Sciences and at least one 200 level course Earth/Environment track.

Paleoclimatology is an integrative discipline within the geosciences that aims to link past climate change with rates and patterns of environmental change. This course provides an overview of the multiple approaches utilized in climate reconstruction over the Quaternary (last ~2.5 million years). The focus is on the analysis of key environmental proxies, including some combination of Quaternary paleoclimatology, paleoecology, stratigraphy and pedology, radiometric dating, and paleohydrology. The class is to include laboratory, field, and computer modelling exercises as appropriate for the topic.

900389SSC/SCI: Urban Environment Lab

Discipline	SSC, SCI
Theme	ECS, Social Systems
Track	Earth Environ., Economics
Prerequisites	900221ACC Basic Research Methods and Statistics II OR 900222SSC/SCI Risk Management OR 900226SSC The Sustainable City OR 900181SCI/SSC Introduction to Environmental Sciences OR 900381SCI/SSC Introduction to GIS OR

This course focuses on the science and social science of urban environment planning. An evidence-based approach to the problem of climate change and spatial planning will be the focus of this year's lab. More specifically, we will explore the urban heat island effect in Amsterdam. Students will personally try to measure this effect, statistically link obtained local temperature measurements to environmental characteristics and assess potential future changes in urban temperatures in Amsterdam based on socio-economic and climate scenarios. Following this assessment solution strategies will be proposed to limit local temperature increases. Finally an attempt is made to evaluate the effectiveness of these strategies.

900390HUM: Capstone Fieldwork Clinic

Discipline	SSC, SCI, HUM, ACC
Theme	n/a
Track	n/a
Prerequisites	-

Depends on the capstone.

900391SSC/HUM/SCI: Theme course: Games and Learning

Discipline	SSC, SCI, HUM
Theme	ICC
Track	Theme
Prerequisites	Any 100-level theme course (Limited to third year students.)

This course will focus on what we can learn from psychology and social interaction research to inform the design of games and agent behaviours in games. Topics covered will include: - Theories of learning and instruction - The role of games in education - Different types of educational games - Design of educational games - Research and evaluation of educational games Students will evaluate behaviours that emerge in gaming and playful environments, and come to understand what factors influence this behaviour. Students will also have the opportunity to design a game, offering them the opportunity to evaluate theories in practice.

900393SCI: Modelling Real World Problems

Discipline	SCI
Theme	ICC
Track	Information
Prerequisites	900121ACC Basic Research Methods and Statistics OR 900125ACC Calculus; exclusively for 300 level SCI/SSC students; 900191SCI Programming your World is highly recommended

This course will focus on modelling real world phenomena ranging from biological to social networks. After an overview of modelling and simulation as the third paradigm of science, we introduce Network Science and apply it to model social and biological phenomena. Examples of this are friend and contact networks on the Web, or how to infectious diseases such as influenza move through society. Topics: - 3rd paradigm of science, modelling and simulation - Networks (technological, social, information, biological) - Mathematics and Networks - Fundamental network algorithms - Modelling networks (preferential attachment, vertex copying) - Modelling with networks (percolation, epidemics, social relations)

900393SSC/SCI: Brain and Mind (for SSC students)

Discipline	SSC, SCI
Theme	ICC, Health and Well-being
Track	Health, Cognition
Prerequisites	900292SSC Cognitive Psychology

The goal of this course is to deepen understanding of the neurobiology of the mind and the aetiology of mental disorders. Students will be encouraged to critically analyse the impact of neurobiology and (psychiatric) brain disorders on society. To most of us, the mind constitutes as the very essence of our identity. However, where to draw the line between normal and abnormal, well and ill, an eccentric personality and a schizotypic one, an active, creative fast-thinking personality and ADHD? This course will explore the neurobiology of the mind. First, students will be provided with a concise overview of the structure and function of the human brain and will be introduced to the basics of neural communication (electrical signalling and synaptic transmission). Next, the focus will be on key concepts in cognitive neuroscience such as perception, memory, attention, emotion and consciousness. A selection of relevant topics will be covered in depth (partly by students' presentations); possibilities include: altered states of consciousness, neurobiology of attraction and partner selection, creativity and mental illness, the gendered brain, the moral brain, free will, empathy and mirror neurons, cultural context of mental illness, intelligence, neurobiology of belief, superstition and religion, neuro-economics neuro-marketing, brain-machine interfaces, cognitive enhancers, mind control (this list is by no means exhaustive). An important focus of this course is the aetiology of mental disorders, such as ADHD, depression, addiction, autism and schizophrenia, with special attention for the nature-nurture discussion. Students will be challenged to critically reflect on the boundaries between normality and abnormality and the implications for society.

900394SCI: Text Mining and Collective Intelligence

Discipline	SCI
Theme	ICC
Track	Information
Prerequisites	900296SCI Machine Learning

This course provides an introduction to text mining and basic natural language processing, along with the principles underlying Web 2.0, collective intelligence and Python. Students will learn to solve basic text mining problems using collective intelligence resources. The increasing amount of textual information available online contains a wealth of knowledge about topics, people, products and behaviour. Due to its numerous applications (scientific, commercial, non-profit, etc), uncovering this knowledge is an important task. To achieve the goal of automatically uncovering knowledge in text, we need to have algorithms to identify structure in text: who does what, with whom, when and where? This is the aim of text mining. The course will offer an introduction to text mining and put the core ideas to work using Web 2.0 data. The course will identify the need for machine learning techniques that allow us to make inferences and predictions about user experiences, marketing and human behaviour from the information that is generated and collected daily.

900397SCI: Discrete Mathematics and Algebra

Discipline	SCI
Theme	ICC
Track	Information, Maths
Prerequisites	900127ACC Linear Algebra

This course revolves around the quantitative description of discrete quantities and objects. This branch of mathematics complements the area of Calculus and Analysis, where the notion of continuity (and the infinitesimally small) is central. One may compare this to the digital-versus-analogue dichotomy, and it is no surprise that discrete mathematics is frequently used in computer science. The course will start with a number of techniques to count the sizes of discrete objects, such as sets and permutations. Another important concept is that of graphs, which are used to describe a variety of networks, such as transport networks (rail roads), the world wide web, biological networks and social networks. The course describes basic graph theory as well as some algorithms for problems on graphs like finding shortest paths and maximum matchings. The course will also address modular arithmetic and the theory of prime numbers. These concepts form the basis of cryptographic systems such as RSA, which is used everywhere to secure financial transactions (for example online shopping). Topics include: Counting, Graph theory, Graph algorithms, Modular arithmetic, RSA cryptography. Planned course book: Discrete Mathematics, Elementary and Beyond. by L. Lovasz, J. Pelikan, K. Vesztergombi, Undergraduate Texts in Mathematics, Springer, 2003.

900007SSCY: Master Class in Development

Discipline	SSC
Theme	Social Systems
Track	n/a
Prerequisites	Selection for Master course; knowledge of international relations, trade, development, and human rights is desirable

This course will provide an introduction into international development policy making for the period after 2015. Towards the end of the 1990s an international consensus had been reached about the so-called Millennium Development Goals (MDGs) to be met in 2015. Presently an international debate is taking place with the aim to reach consensus about a policy for the period thereafter. The course will start with a survey of international development policy making during the last decades of the previous century: the context, the objectives, targets and instruments, and the results. We will then look at the situation around the turn of the millennia, focus on the MDGs and explore to which extent they have been met. On the basis of this assessment we will discuss alternative policies, both globally, as well as for some selected countries and sectors. We will do so, amongst others, by critically analysing policy alternatives which presently are being proposed by various stakeholders.

900112SCI/SSC: Theme course: Introduction to HW

Discipline	SSC, SCI
Theme	Health and Well-being
Track	Theme
Prerequisites	None

Health and Well-being, both on an individual and societal level, is an important matter for our global society and human mankind in general. The introductory course focuses on a number of issues that are relevant to ongoing research in the disciplines of Biomedical Sciences and Health Sciences. The course provides the student with a powerful introduction to the major disciplines that shape today's thinking on health related issues. The emphasis lies on Medical Sciences that mould the Health and Well-being arena. The theme course offers a preview of biomedically oriented courses such as Metabolic Biochemistry, Medicinal Chemistry, The Human Body II, Hormones and Homeostasis, Immunology, Epidemiology, Nutrition and Health, Infectious Diseases, Cardiovascular Diseases, and Mechanisms of Disease. The student is able to understand on an introductory and elementary level the following medical sciences • general physiological concepts of regulation • biochemistry and cell biology • energy metabolism • pharmacology • pathology • immunology • genetics • epidemiology • hematology • the alimentary system • the internal environment, including topics of the cardiovascular system, the respiratory system, the renal system, and the endocrine system • diet and nutrition Furthermore, the student demonstrates competence in (oral) data presentation, analysis and interpretation, numeric, (medical) information retrieval and written communication

900112SSC: Theme course: Introduction to Social Systems (1)

Discipline	SSC
Theme	Social Systems
Track	Theme
Prerequisites	None.

In this introductory theme course students will explore two fundamental questions of the social systems theme: 1) How are modern societies organized? 2) And why? We will respond to these questions from the perspectives of law, political science, and economics. Students will be introduced to each respective discipline, emphasizing the specific ways in which it both frames these questions and responds. In addition to a basic introduction to the methodology and theory of each discipline, examples of current challenges and problems in society will be discussed, illustrating both the similarities and differences between the approaches. At the end of the course student will be able to understand some of the problems of contemporary social regulation and what the disciplines of law, economics and political science contribute to understanding of these problems. Students will be able to analyze these problems critically and to formulate possible solutions using concepts drawn from law, economics and political science. As much as possible, international trade will be used as a running example.

900113SCI/SSC: Theme course: Introduction to ECS

Discipline	SSC, SCI
Theme	ECS
Track	Theme
Prerequisites	High school Calculus. We recommend following Calculus or Calculus for Economics simultaneously.

This course elaborates the concept of sustainability. The carbon cycle and the Earth's energy balance are explained to understand our (changing) climate, and what measures are needed to limit global warming to a level that is considered acceptable. As 82% of the Dutch greenhouse gas emissions (218 Mt CO₂ equivalents) are caused by fossil fuel use, we focus on energy in this course. We discuss our energy demand, the difference between work, energy and power, frequently used energy units, and explain basic thermodynamics to understand why energy conversions are inherently inefficient. We treat the following energy sources in detail: fossil fuels, nuclear energy, biomass, solar and wind energy. Following MacKay we go for numbers, not (only) adjectives. Hence, physical concepts and equations are introduced to describe energy conversions and to calculate their potential for a significant contribution to our energy demand. We discuss reserves, environmental impacts, strategic concerns, costs and benefits. In addition we take a close look at transport and heating (18 and 13% of the total greenhouse gas emissions in the Netherlands, respectively). During this course, students will also do laboratory experiments (on Stirling engines and wind turbines) and a computer simulation.

900113SSC: Theme course: Introduction to Social Systems (2)

Discipline	SSC
Theme	Social Systems
Track	Theme
Prerequisites	None.

In this course, we will discuss sociological and anthropological views on social systems. As we are social beings, our experience of the world and our behaviour are to a very large extent determined by our interactions with others. The social systems we create seem to acquire a force of their own, unleashing dynamics to which the individual has to yield. On the other hand, social systems cannot be separated from individual human beings, who have agency to influence and change those dynamics. We will discuss the dynamics of social systems by zooming in on four major issues of contemporary social systems: capitalism and inequality, the nation-state today, migration and climate change. We will place these issues in historical perspective, discuss their present-day dynamics and connect them to the students' personal experiences.

900122SSC: Environmental Economics

Discipline	SSC
Theme	Social Systems
Track	Economics
Prerequisites	None.

The course offers a treatment of modern economic theories and methods to study the relationship between natural resources, environmental quality, economic structure, economic change, and environmental policy. The student is expected to develop a thorough understanding of relevant economic, environmental and ethical aspects, and of the link between theory, methods and empirical analysis. The approach will focus on setting the stage for the application of methods, such as modelling and valuation techniques. The following topics will be dealt with: - biological and physical aspects of environmental processes and problems; - environmental ethics and welfare economics; - the economics of non-renewable and renewable resources; - advanced topics in environmental policy theory (including instrument selection); - theory and methods of monetary valuation of environmental change; - models for the analysis of environmental policy; - international environmental problems.

900131SSC: Economic Thought in a Historical Perspective

Discipline	SSC
Theme	Social Systems
Track	Economics
Prerequisites	None.

This course presents an introduction to economic thought seen from a historical perspective. The rationale for taking this perspective is that economic theories did not develop in a vacuum. Indeed, economics was once named the science of political economy, to indicate the close connection between political interests and economic inquiry. The key to this course is the insight that economists of the past and present responded to the social and economic circumstances of their times. Moreover their answers were not unequivocal; similar problems called forth different solutions giving rise to competing paradigms and schools of thought. Studying the development of economics in its historical context is the best way to learn appreciate the richness of economics as a scientific tradition. To this purpose, we shall discuss economic thinking from the days of the Greeks in classical Antiquity to modern times. This course aims to demonstrate how methods and tools emerged in their proper historical context and how they relate to economic policy. This requires an elementary introduction to some of the tools of economics, which will be done in a non-technical manner. Applied economic questions relate to major issues in society, such as the issue whether economic science has a solid case in supporting either a free market society or active government involvement in economic problems. We also introduce the work of major thinkers in economics such as Adam Smith, Karl Marx, John Maynard Keynes and Milton Friedman, minds not always in agreement about the proper way to conduct economic research and policy, to say the least. The philosophy of this course is that tackling similar questions from different angles furthers understanding of what economics is all about.

900142SSC: Law, Society and Justice

Discipline	SSC
Theme	Social Systems
Track	Law
Prerequisites	None

This course introduces law as a human artifact that is used to establish order in society. This use of law - also called 'legal ordering' - will be addressed in three perspectives. In the first part of the course the essence of legal ordering will be studied by tracing its historical development. How did communities first start to use legal rules and concepts? Why is this often associated with the term 'formalisation'? What is the purpose of the ongoing attempt to codify and systemise legal rules in the form of written constitutions, statutes, treaties and regulations? Following Max Weber's sociology, it will be argued that the concept 'rationalisation' is crucial to understand all this. Law itself will be introduced in the second part of the course. A body of basic legal knowledge will be presented, answering questions such as: What is the basic structure of a modern legal system? What types of law do exist? How are lawyers supposed to find law? What is the basic structure of international law, and what are the specific features of the legal system of the European Union? Furthermore, students will be trained in a number of basic legal skills: consulting the sources of law, reading a judicial decision, interpreting legal rules and arguing to defend a legal claim. The third part of the course is devoted to critical reflection on present day legal ordering.

900143ACC/SSC/HUM: Chinese Studies

Discipline	SSC, HUM, ACC
Theme	n/a
Track	Culture
Prerequisites	None.

Over the past three plus decades, Chinese culture has undergone tremendous changes. Starting with a historical approach to contemporary China and a short introduction to its main language Mandarin, this course will subsequently zoom in on the cultural developments in China. While focusing on contemporary culture, the course readings will remain sensitive to the political and economic context. Examples of important cultural developments that will be further analysed in this course include the rise of the avant-garde visual arts movement from the 1980s onwards, the emergence of a vivid rock and pop culture and the development of a transnational Chinese cinema. Not only global but also regional cultural flows, most notably from Japan and South-Korea to China, will be analysed. The material implications of the changes will be scrutinized. After this course, students will have acquainted themselves with what is by many perceived as an upcoming global power, be aware of its histories (multiple, indeed), its politics, its economy and, particularly, its varied cultures both old and new. Most of all, they will become sensitive to the contradictions, contestations, inequalities and ambiguities that are always part and parcel of any understanding of Chinese cultures.

900151SCC: Classical and Modern Political Thought

Discipline	SSC
Theme	Social Systems
Track	Political Science
Prerequisites	None.

The course introduces students to key texts in the history of political thought. It is divided into two main sections: classical and modern political thought. As part of the classical tradition we read Plato, Aristotle, Aquinas and Luther. Each philosopher starts out with the question about human nature and the good life for human beings. According to the classical tradition, the end of politics is not just to maintain order in society but also to cultivate habits that contribute to human flourishing. Good politics promotes and crucially depends on citizens and statesmen of good character. Machiavelli radically breaks with the classical paradigm and redefines good character. In order to survive a statesman has to finesse the evil ways of politics. As part of the early modern tradition we also read Hobbes, who argues for state sovereignty, and Locke and Madison who argue for institutions to keep both citizens and the state in check. We then enter the nineteenth century to discuss the strengths and weaknesses of democracy, reading Tocqueville and Mill. The course concludes with developments in the late modern period, with Nietzsche arguing for a deconstruction of bourgeois morality and the liberal order, and the contemporary theorist Charles Taylor who argues for higher modes of authenticity in light of current political challenges.

900155ACC/SCC: Big Questions in Future Society

Discipline	SSC, ACC
Theme	n/a
Track	Sociology
Prerequisites	None.

We live in a rapidly changing society as is evidenced when we consider the digital revolution, global urbanization, and the shift in the balance of (economic and political) power between East and West. In this course we will consider the main developments and challenges facing our (global) society at the moment and what this may mean for future society. We will start with changes and developments which are apparent in present-day society and consider the political, sociological and economic consequences for these in the future. This course enables students to study these Big Questions from many different perspectives which link up to the various disciplines in the Social Sciences.

900156ACC/SCI/SSC: Big Data

Discipline	SSC, SCI, ACC
Theme	n/a
Track	Big Questions
Prerequisites	TBA

Data is increasingly accessible in large quantities, and is often a side product of regular activities. Companies such as Facebook have access to detailed behaviour logs from millions of users, as do operators of smart grids or health services. This paradigmatic shift from limited, often purpose-generated data to vast amounts of incidental data has been termed 'big data'. Big data raises questions on a technical level, requiring basic infrastructural and novel analytical techniques. Business utilising big data can be found throughout the digital economy. Big data is also highly relevant for policy, for example in public health, energy and environmental protection and traffic and urban planning; as well as to research in the sciences, social sciences, and humanities. However, these opportunities also raise ethical concerns, most prominently in the realm of privacy. The Big Data course is one of AUC's 'Big Questions' courses, which focus on broad questions in an interdisciplinary framework. It is built around the notion of a paradigm-shift towards big data, and proceeds through four stages: Philosophical: concepts and contexts, which introduce the Kuhnian theory of paradigm shifts and discuss the history of technology, computation, and information. Technological: from data to information, discussing the collection, storage, analysis, and modelling of data, and applications in the sciences. This section also lays down fundamental skills. Social: power shifts and case studies, which focus on the power shifts resulting from the paradigm shift towards big data through case studies on businesses, government policies, and the digital humanities. Universal: criticism and big issues, encompassing critical thinking about and analysis of technical, legal and moral dilemmas. The course Big Data aims to foster an appreciation of the opportunities brought about by big data, providing students with a framework within which to approach novel questions in all academic fields, business and the arts. At the same time, it emphasises critical thinking about the ethical, social, and technological issues engendered by big data.

900161SSC: International Relations Theory and Practice

Discipline	SSC
Theme	Social Systems
Track	International Relations
Prerequisites	None.

The purpose of this course is to introduce students to the main concepts and theories in the field of international relations. Students will get familiar with a wide range of concepts such as anarchy, conflict, cooperation, trade and globalization, while also exploring different issue-areas. The course material is divided into five parts: historical perspective, IR theory, international cooperation, international security and international political economy.

900171SCI/SSC: Introduction to Public Health

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Health
Prerequisites	None

This is an introductory course intended to introduce undergraduate students in a variety of disciplines to the basic tenets of public health. The course will provide a history of public health, an introduction to the core disciplines: epidemiology, biostatistics, environmental health, social and behavioural health, health economics and health policy and management, and current events and issues in the field. Upon completion of this course, the student will:

- Define public health and the impact it has had on history
- Describe the evolution of public health, including its future development
- Describe how public health is measured and compared across regions or populations
- Describe how health interventions are created, implemented and evaluated
- Describe the structure of the public health system in the various countries (continents) including how policy is implemented and how it impacts public health practice
- List the basic study designs used in public health and provide examples of how they may be used, analysed and interpreted
- Describe the impact of chronic and infectious diseases on the health of populations
- Describe the variance in health status based on social and demographic factors and explain populations with special needs from a life cycle perspective
- Explain how public health impacts other fields and how it may be integrated
- Discuss the relationship between public health and the medical care system
- Describe the role of public health in a global society

900171SSC: Classical and Modern Sociological Thought

Discipline	SSC
Theme	Social Systems
Track	Sociology
Prerequisites	None.

In this course we investigate the implications of the processes of globalisation and individualisation for existing social institutions and relations (the welfare state, the nation state, the family, the school, the church, political party, the trade union) and what changes will occur or what new institutions or relationships will replace the old ones. We begin with an overview of the field of sociology in terms of the processes of globalisation and individualisation, with special reference to the concepts of inequality, solidarity, identity and rationality. Then we present contemporary theorists, whose theories and research shed new light on these processes. We first discuss Bourdieu, the author of the book *Distinction*, on the changing aspects of inequality, the importance of cultural capital and social capital, and then Robert Putnam, the author of the book *Bowling Alone*, on solidarity, concerning the fear that we are witnessing the decline of community. We also discuss Anthony Giddens, the author of the book *Modernity and Self-identity*, on the problems of constructing a sense of self in a world characterised by globalisation and individualisation. Finally, we discuss George Ritzer, the author of *The McDonaldization of Society*, on the new course that rationalising process has taken in contemporary society. After that we turn to study the classical theories that were the sources of inspiration for these contemporary sociologists. Bourdieu's theory is seen as a critique of the model of Karl Marx, but also as a continuation of some elements in Marx's class-theory. Putnam is inspired by the questions that Emile Durkheim discussed around 1900, the questions concerning the structural cohesion in modern society and the apparently decreasing importance of central values that bind people together. Giddens has raised questions that were treated for the first time in the work of Georg Simmel: how do we develop a coherent sense of self in an atomising urban and secular social milieu. And Ritzer is a self-confessed admirer of Weber's theory of the rationalising processes in contemporary society. He thinks that the principles that Weber discerned can still be observed today, but they manifest themselves in other places (not only in the government bureaucracy, but also in the supermarket) and that they sometimes have taken new and unexpected forms. The final part of the course will return to the central themes and discuss some empirical research that has been done on the questions of globalisation and individualisation, but this time enriched by our excursions in the fields of classical and modern sociological theory.

900181SCI/SSC: Introduction to Environmental Sciences

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Earth Environ.
Prerequisites	None

This course serves as an introduction to and covers broad aspects of environmental science and environmental studies. The aim of this course is to provide students with the fundamental ideas and concepts in the field of environmental sciences and with the analytical tools needed for a considered reflection on the nature of environmental problems and its possible solutions. Environmental science, as a discipline, combines aspects of the physical and biological sciences with issues from the social and political sciences. In this course, we will explore the concept of sustainability and how it relates to us, the scientific principles and concepts governing ecosystems and their processes, human population and resource use, how to sustain the biodiversity of the earth, and how we use our energy resources. This course should prepare students to continue to develop their environmental knowledge through further coursework. Important features of the course include systems thinking and critical reflection.

900181SSC: Classical and Modern Anthropological Thought

Discipline	SSC
Theme	Social Systems
Track	Anthropology
Prerequisites	None.

This course is an introduction to the discipline of classical and modern anthropology, the study of human diversity. The course will provide a brief overview of the four sub-disciplines of anthropology, namely (1) social and cultural anthropology, (2) archaeological anthropology, (3) biological/physical anthropology, and (4) linguistic anthropology, before diving into the (memberwise)largest sub-discipline of social and cultural anthropology. Social and cultural anthropology, which studies the socio-cultural variation of human societies and groups (e.g., when it comes to constructions of marriage, family and kinship, gender, and ethnicity), will thus be the central focus of the course. In this course, we will explore how anthropologists define the concept of "culture" and the student will be familiarized with key concepts (e.g., hegemony, ethnicity, rites of passage) that anthropologists use. We will cover essential debates and theories (e.g., cultural relativism and functionalism, respectively) that have shaped anthropology and those that still do play a role in anthropology today (e.g., the crisis of representation). We will read (excerpts of) classical anthropological texts that lay the foundation for contemporary anthropology (e.g., Malinowski) and we will read more recent work that illustrates which questions anthropologists ask about modern-day issues and how they try to gain in-depth knowledge. In this regard, we will also pay attention to applied anthropology (e.g., urban anthropology) and how anthropology can be of use for education, business, and governments.

900191SSC/SCI/HUM: Theme course: Introduction to ICC

Discipline	SSC, SCI, HUM
Theme	ICC
Track	Theme
Prerequisites	None.

Humans sense, act, think, feel, communicate, learn and evolve. We see these capabilities increasingly also in machines. This course aims to develop a first understanding of how humans and machines make sense of the natural environment from all the physical signals pouring into them. Information from the world around us will be related to the structure of our brain and basic cognitive tasks such as language, sensory perception, intelligent interaction, and action. In parallel, the course will introduce how machines can encode information, store it, reason with it and retrieve it later to guide behaviour. The course is particularly relevant for students interested in crossing the divide between (physical, life, social) sciences to cooperatively i) step up progress in cognitive information processing in both man and machine, and ii) develop new applications and technologies serving society. Topics covered include, information structure, pattern recognition and machine learning, man-machine interaction, collective intelligence, mediated communication, expression and emotion, memory, brain structure, neuronal processing, visual consciousness, social cognition.

900192SSC: Psychology

Discipline	SSC
Theme	ICC
Track	Cognition
Prerequisites	None.

In this introductory course students will become acquainted with the methods and theories that are key to the study of psychology, along with their development. The course begins with an introduction to the scientific methods and technologies that ground psychology as a discipline, such as observation, reaction time experiments and brain imaging. Students will also receive an introduction to the psychology of language and, consciousness, emotion and social behaviours. Topics 1: Psychology and Scientific Thinking: A Framework for Everyday Life 2: Research Methods: Safeguards against Error 3: Biological Psychology: Bridging the Levels of Analysis 4: Sensation and Perception: How We Sense and Conceptualize the World 5: Consciousness: Expanding the Boundaries of Psychological Inquiry 6: Learning: How Nurture Changes Us 7: Memory: Constructing and Reconstructing Our Pasts 8: Language, Thinking, and Reasoning: Getting Inside Our Talking Heads 9: Intelligence and IQ Testing: Controversy and Consensus 10: Human Development: How and Why We Change 11: Emotion and Motivation: What Moves Us 13: Social Psychology: How Others Affect Us 14: Personality: Who We Are

900193SSC: Linguistics

Discipline	SSC
Theme	ICC
Track	Cognition
Prerequisites	None.

Linguistics is concerned with the study of language. Of particular importance will be the social sciences perspective on language. On the one hand, language will be approached as a cognitive system. We will explore how the natural sciences bear on the analysis of language ability and the extent of its basis in human biology. On the other hand, language will be approached as a tool used by individuals in society for communicative and cultural purposes. At the end of the course, students will know how to place language within human cognition and will understand how linguists are working towards a satisfying characterization of its properties.

900222SSC/SCI: Risk Management and Natural Hazards

Discipline	SSC, SCI
Theme	ECS, Social Systems
Track	Earth Environ., Economics
Prerequisites	900122SSC Environmental Economics OR 900181SCI/SSC Introduction to Environmental Science OR 900113SCI/SSC Theme Course: Energy, Climate and Sustainability

“Devastating earth quake hits Haiti.” “Hurricane Katrina causes the costliest disaster in the history of the United States.” “Japan fears a nuclear disaster after reactor breach.” Headlines that capture some of the major disasters that have struck our world in the past 5 years. Do you want to fight back? Are you prepared to take tough decisions about life and death under extreme time pressure? This course provides you with the skill set, knowledge and expertise to deal with these challenges. You will become a multidisciplinary team of risk fighters - devising plans, policies and practices to manage real-life disasters, at all stages of its life-cycle. At the core of your strategies is effective sharing of spatial information. Following introductory sessions that include team building, lectures on the natural and social processes involved in disaster management and practicals that familiarise you with data collection and spatial methodologies, we will work systematically through each stage of the disaster life-cycle: Risk Reduction, Relief and Recovery, and Short- and Long-term Reconstruction.

900225SSC: Environmental Law and Policy

Discipline	SSC
Theme	Social Systems
Track	Law, Envir. Econ. (and policy)
Prerequisites	None.

There are few issues that affect our daily lives and our future and that of the planet as profoundly and as visibly as trans-boundary environmental degradation. This course will explore the emergence and evolution of law, policy and governance approaches designed to address contemporary environmental challenges in a multi-level context, from local to global. We will examine how the special nature and framing of environmental 'problems' affects the way state and non-state actors, respectively and collaboratively, respond to the environmental challenges posed by our modern, globalized, Anthropocentric world. Drawing on various fields of studies including law, policy, politics, international relations, environmental studies, economics, sociology, philosophy, and ethics, this course will provide students with knowledge and critical understanding of how society responds to environmental threats. The course consists of five thematic parts:: Part 1) (De)constructing environmental problems: will start from the premise that environmental problems are not simply 'given', but rather socially constructed and framed on the basis of locally dominant worldviews, social values, economic interests, and philosophical and political rationales. Major topics include social construction and framing, world views and value paradigms, eco-philosophy and sociology, history of environmentalism, green political thought, North/South perspectives, consumerism (and other societal cause of environmental problems), etc.; Part 2) The Nature of the Environment as a 'Policy Problem': will examine environmental problems are not merely biophysical in nature, but also have important political, economic, geographic, cultural and ethical dimensions, involving a myriad of values and interests that may conflict. Major topics include nature of environment as a public good; market failures; externalities; moral hazards; collective action; tragedy of the commons. Explores the need for public policies for environment, rather than market regulation or voluntary choices by individuals? Debates various approaches including sustainable development and ecological modernization; Part 3) Policymaking for the Environment – history, present and future: introduces the basics of (environmental) law and policymaking, by looking at the multitude of actors, interests and institutions involved in environmental politics at the national and sub-national levels. Major topics include the steps in the policymaking process from initial agenda-setting to legislative action; the variety of instruments and administrative tools available for policy intervention, even under conditions of risk and uncertainty; issues of power, influence, and access, stakeholder consultation, public participation, etc.; Part 4) European Union Environmental law and Policy: will examine how these theoretical frameworks and concepts take practical shape in the unique supranational polity of the European Union. Following a brief primer/refresher on the EU's institutional make-up and policymaking process, we will trace the unlikely historical genesis and evolution of EU-level environmental policy from a mere by-product of economic integration to one of the most prolific areas of EU law. Using detailed case-studies in substantive environmental issues areas, key weak-points will be identified in the implementation and enforcement of EU environmental policy by and in the Member States; Part 5) Global Environmental law and Policy: will shift the focus upwards to the global level and the international law and policy arena. Here we observe both the more traditional machinery of international treaty negotiations and world trade arbitration between sovereign states, as well as the emergence of a new type of global environmental governance, defined as the ways in which sovereign states and non-state actors (including intergovernmental organizations, civil-society NGOs, industry and business groups, scientists, etc.) coordinate their discrete and collective efforts to address transnational environmental issues in a globalized world. Major topics include Introduction to international relations/actors and sources of public international (environmental) law; international environmental principles, globalization and international trade, emergence of global environmental governance regimes, etc.

900226SSC: The Sustainable City

Discipline	SSC
Theme	ECS, Social Systems
Track	Earth Environ., Economics
Prerequisites	900122SSC Environmental Economics

Cities are increasingly becoming the key centres of economic activity. 90% of global production uses just 10% of available land, which largely consists of urban landscape in coastal areas. By 2050, over 70% of the total world population is expected to live in cities, implying that in a few decades from now the world urban population will be larger than the entire global population today. Energy-wise the world is already predominantly urban: cities account for 60–80% of global energy use. These developments give rise to a series of interesting and relevant questions. First, we need to understand the economics of cities. What explains the location of cities? Why do people and firms have an increasing tendency to concentrate in highly dense, expensive and vulnerable parts of the world? Second, we need to understand the extent to which urbanization is a sustainable form of organization of economic activities. To what extent is urban development associated with segregation, congestion, crime and negative environmental impacts? Future climate and energy sustainability challenges will need to be tackled primarily by action in urban settings. What can be done to mitigate the risks that climate change poses to the concentration of global production in coastal areas? How can we provide affordable, secure and clean energy to the fast growing number of urban people and firms?

900232SSC: International Political Economy (IPE)

Discipline	SSC
Theme	Social Systems
Track	Economics, International Relations
Prerequisites	900161SSC International Relations: Theory and Practice OR 900131SSC Economic Thought in a Historical Perspective

This course introduces students to the basic concepts and ideas of the field of International Political Economy. The course emphasizes the theoretical foundations of global political economy by discussing the most critical theoretical perspectives: realism, liberalism and historical structuralism. In addition, students will get acquainted with important issues of the contemporary global economy, such as the origins of the modern trade and financial systems, patterns of distribution of wealth, problems of poverty and development, patterns of global production and the causes of recent financial and economic crises.

900233SSC: International Trade, Growth and Development

Discipline	SSC
Theme	Social Systems
Track	Economics
Prerequisites	900237SSC Fundamentals of Macro-Economics OR 900236SSC Fundamentals of Micro-Economics

This course introduces students to the important contemporary debate on how globalization affects economic growth, development and inequality. Students will obtain a detailed knowledge of the main concepts and theories on international trade and economic growth, and will be able to apply this knowledge to real life cases. The course also looks critically at the main controversies associated with international trade, including child labour, inequality and labour standards. Furthermore, the course will analyse the concept of development, the prospects for developing countries under globalisation and different views on the pros and cons of integration in the world economy. Within this context, the course looks at international capital flows, the scale and effectiveness of international aid, international migration and foreign direct investment. Finally, the course will foster a critical knowledge and understanding of the empirical body of evidence from applied economic research on determinants of economic growth and development.

900234SSC: Econometrics

Discipline	SSC
Theme	Social Systems
Track	Economics
Prerequisites	900237SSC Fundamentals of Macro-Economics AND 900236SSC Fundamentals of Micro-Economics

This course introduces modern econometric techniques, enabling students to conduct empirical analyses on their own. Econometric theory essential to analyze cross-sectional, time series and panel data sets will be examined. A major focus will be on the application of econometric techniques to real-world examples from different fields of economics. More specifically, topics that may be discussed include explaining individual wages, house prices or expenditures on alcohol and tobacco, estimating the returns to schooling, the wage elasticity of labor demand or the willingness to pay for public goods or testing the Capital Asset Pricing Model, the long-run Purchasing Power Parity or the Permanent Income Hypothesis. The course will be beneficial to students planning to take 300-level economics courses and/or to students writing an empirical Capstone thesis.

900236SSC: Fundamentals of Micro-Economics

Discipline	SSC
Theme	n/a
Track	Economics
Prerequisites	900124ACC/SCI Calculus for Economics OR 900125ACC Calculus

This course introduces microeconomic concepts and analysis, supply and demand analysis, theories of the firm and individual behavior, competition and monopoly, and welfare economics. Students will be introduced to the use of microeconomic applications to address problems in current economic policy throughout the semester.

900237SSC: Fundamentals of Macro-Economics

Discipline	SSC
Theme	n/a
Track	Economics
Prerequisites	900124ACC/SCI Calculus for Economics OR 900125ACC Calculus

This course provides an overview of the following macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Monetary and fiscal policies are discussed, as are public debt and international economic issues. This course also introduces basic models of macroeconomics and illustrates principles with the experience of the United States and other economies. Macroeconomic aspects covered include models of economic growth and models of business cycles. The role of policy will be discussed throughout.

900242ACC/SSC: Global Leadership

Discipline	SSC, ACC
Theme	n/a
Track	n/a
Prerequisites	100-level course The Global Identity Experience

This course will give students an insight into the corporate world and international organisations. An important part of the course will consist of short research projects which will be carried out by the students for international companies and organisations. They will also look at the interdisciplinary study of the important elements of global leadership which include cross-cultural awareness and power-indices etc. A key competency for global leaders is cultural self-awareness which is the realization that one's own leadership practices are shaped by a particular environment and that there are other equally, or perhaps more viable ways of getting things done in a different context. The GLOBE dimensions (which follow on from Geert Hofstede's research) of culturally endorsed implicit leadership will be studied. This course will also link into civic engagement and ethical leadership questions and increase understanding of how human behavior affects the functioning of an organization in complex and dynamic environments.

900242SSC: Human Rights Law and Politics

Discipline	SSC
Theme	Social Systems
Track	Law, Political Science
Prerequisites	900142SSC Law, Society and Justice OR 900151SCC Classical and Modern Political Thought

This is an interdisciplinary course that explores human rights from a variety of perspectives, including law, history, politics, philosophy, and sociology. During the first part of this course, students will be presented with an overview of the historical trajectory of human rights as an idea, as a political force, as a growing compilation of national and international legal documents, and as a set of institutions in which a multiplicity of actors engage with some of the most pressing issues of our time. The course will continue with an examination of international and regional human rights architecture (including the UN, Council of Europe, Organization of American States, and African Union). Subsequently, students will be acquainted with the various types of human rights. In particular, the course will examine the apparent paradox that human rights addresses human beings in their 'bare individuality', as well as in their 'belonging to a group'. In the third part of the course, we will see how human rights connect with other areas, such as the prosecution of war criminals, the protection of refugees, and the fight against poverty. Finally, the course will conclude by looking at some of the cutting edge developments in the field of human rights, such as globalization, privatization, and citizenship.

900243ACC/SCI/SSC: Gastronomy: the Arts and Sciences of Cooking

Discipline	SSC, SCI, ACC
Theme	n/a
Track	n/a
Prerequisites	At least one 100-level (non-cross-listed) science course. Only for second and third year students.

Gastronomy: The Arts & Sciences of Cooking epitomizes the liberal arts and sciences philosophy, because it focuses on the applications of sciences (physics, chemistry & biology) in one of the most basic life skills, that of cooking. The course puts cooking into a broader societal and cultural perspective by using insights and theories from the social sciences and humanities. Among the topics covered are physics of heat, (micro)biology of foods, the chemistry of flavours, neuro-gastronomy, food culture and history, and food in arts. This course will not only be theoretical and discursive, but will also contain cooking exercises and lab sessions.

900244SSC: International Law

Discipline	SSC
Theme	Social Systems
Track	Law
Prerequisites	900241SSC Comparative Law OR 900245SSC Constitutional and Administrative Law (recommended)

This course will provide students with an introductory understanding of the role of public international law in international affairs. Each session will focus on an important aspect of the discipline and will reveal how and why international law affects world affairs in such a profound way. Discussions emphasize the importance of international law in history and in current international relations, by examining closely how international law is practiced in domestic and international courts and tribunals, international organizations and, importantly, national governments. Among the questions addressed are: How are disputes between states settled and what mechanism does international law provide for their resolution? What are the sources of international law? Who is bound by it? How is it interpreted? When may a state apply its own laws extraterritorially? When and how may military force be used? What is the position of the individual in international law? The course will also examine key international legal institutions such as the International Court of Justice (ICJ), the World Trade Organization (WTO) and the International Criminal Court (ICC). Classes will consist of interactive lectures – including guest lecturers – and students will be required to produce research papers, legal briefs and plead a case in a moot court competition.

900245SSC: Constitutional and Administrative Law

Discipline	SSC
Theme	n/a
Track	Law
Prerequisites	TBA

This course will introduce students to the principles of constitutional law and administrative law. Constitutional law is concerned with the organization of the state, and the inter-relationship between the government, civil society, and the individual. Administrative law is concerned with the governance of public bodies and the designation of power to administrative agencies, and deals with issues such as legitimization of political and public power and prevention of power abuse. The course will provide students with a national, comparative and international look at the national legal systems of selected countries, but also of selected international and regional organizations and courts.

900247SSC: Principles of Private Law

Discipline	SSC
Theme	n/a
Track	Law
Prerequisites	900142SSC Law, Society and Justice

The aim of this course is to introduce the main principles of private law in various legal systems of the world, and to show communalities and differences in features. The course will also address the global context and development of private law, in particular within the framework of the European Union. Attention will be paid to contract law, family law, the law of succession, tort, property and business and corporate law.

900251SSC: Comparative Democracy

Discipline	SSC
Theme	Social Systems
Track	Political Science
Prerequisites	900151SCC Classical and Modern Political Thought

What is the state of democracy today? Is there anywhere a genuine democracy or has this term become devoid of meaning? Should we aspire that all societies be democratic? What do critics of democracy say, and are there alternatives to the dominant model of a liberal democracy? This course provides a comparative theoretical and empirical framework to enable students to answer these questions. The course consists of four main clusters: - Fundamentals of democracy: key concepts and debates concerning the public sphere, civil society, equality, rights, legitimacy, participation and inclusion. - Variants of democracy: comparing procedural, deliberative, republican and presidential models of democracy as well as electoral systems. - The dark side of democracy: democracy and dictatorship, ethnic conflict, genocide, colonialism, and apartheid. - Democratization and democracy promotion: models of transitions to democracy through revolution, conflict resolution and military intervention. The discussion of theories and concepts covered in this course will incorporate historical and contemporary case studies including Italy, Germany, the Soviet Union, South Africa, Rwanda, the United States, UK, China, Latin America, and the Middle East.

900252SSC: The Politics of Modernity

Discipline	SSC
Theme	Social Systems
Track	Political Science
Prerequisites	900151SCC Classical and Modern Political Thought

We live in a modern—or even post-modern—world. Yet the exact nature, beginnings, drawbacks, and benefits of modernity continue to be contested. All sides accept, however, that modernity is characterized by (1) the rise of technology, built on a mathematical or quantitative, materialist understanding of (natural) science and (2) secularization and individualism, that is to say: equal rights to protect individual freedom and individual moral autonomy, producing a contractual understanding of political legitimacy. Modernity is hence generally contrasted with (1) teleological or supernatural explanations in (natural) science and (2) teleological, theological, or hierarchical understandings of man and society. Discussion in class will revolve around two sets of intertwined questions. First: What is modernity? Is there a specific politics of modernity? If so, how does it differ from the pre-modern? And: What is the relation between modern politics, modern philosophy, and science? Are the politics of modernity the product of modern philosophy and modern science, or is their interaction more complicated? Behind these two sets of questions we find a third one: Is there a natural order? If so, does the natural order extend beyond science to morality and politics? To what extent can we know this order?

900253SSC: The Middle East Today

Discipline	SSC
Theme	Social Systems
Track	Political Science
Prerequisites	None

The goal of the course is to help students acquire basic knowledge of society and politics in the Middle East region and develop analytical perspectives through which they can interpret and understand current affairs as well as long-term developments. The course theoretical framework draws on anthropology, sociology and critical theory of the Middle East. The course will encourage students to develop a “bottom up” approach to the study of the region. Course readings offer a range of scholarship by Middle Easterners and seeks to expose students to nuanced native perspectives that pose an alternative to dominant theories on the regions’ geopolitics, political economy and international relations. The West and the rest: Orientalism vs. clash of civilization: dominant narratives, established paradigms and their critique. The Arab World: Nationalism, colonialism, postcolonialism, The Muslim World: political Islam, post-islamism, Islam and Liberalism. The Palestinian Question: The Israeli-Palestinian conflict and the Arab world. The Women Question: Women’s rights, modern family law in the ME, Arab feminism: The Arab Street: Democracy, dictatorship and civil society. The Western Muslim. Diaspora, multiculturalism, citizenship

900255HUM/SSC: Media Professions

Discipline	SSC, HUM
Theme	ICC
Track	Communication
Prerequisites	900153HUM Media and Communication. For second and third year students

This course will introduce students to the mechanisms and dynamics of news writing and reporting. Students will learn techniques for identifying critical sources, recognizing good story angles as well as developing versatile interviewing and networking skills for a wide range of Amsterdam beats including sports, courts, the arts, lifestyle, travel, politics and business. Students will not only write hard and enterprising news stories for specific beats but they are expected to develop and critique ethical challenges in contemporary journalism. Students are expected to investigate, generate, report and write news stories during class sessions. All stories will be broader historical, political, economic, social and cultural contexts, at local, regional and global levels. In this part students will be made familiar with the various sub-disciplines within the field by means of field trips and guest lectures. The third and final part of the course will concentrate on writing within the new media and on producing an actual digital newspaper. This will be presented in the form of a project, in which the students together produce a digital newspaper.

900262SSC: European Integration

Discipline	SSC
Theme	Social Systems
Track	Political Science, International Relations
Prerequisites	900161SSC International Relations: Theory and Practice OR 900151SCC Classical and Modern Political Thought OR 900111SSC Theme Course: Introduction to Social Policy

This course explores the historical, political, and economic dimensions of the integration of countries in the European Union. It offers an introduction to the historical development of European integration. It presents an overview of the key institutions and policies of the European Union. The history, institutions and policies of European integration serve as a backdrop, for developing an overview of the various existing theoretical perspectives on European Integration. The course has a special focus on the political implications of ongoing economic integration within the Union. In group research projects, students actively investigate the political responses to recent episodes of economic crisis in the EU in order to see what they tell us about our theories of integration and the future of the EU.

900263ACC/SSC/HUM: Ethics

Discipline	SSC, HUM, ACC
Theme	n/a
Track	Logic and Philosophy
Prerequisites	Students are recommended to have completed at least two courses in their major.

What is the right thing to do? Do I really have a moral responsibility to others? Are there good reasons to act morally? Does morality have any foundation? This course in ethics will not only explore these questions in a systematic manner, but also engage with some of the most pressing problems in society today. Students will have the opportunity to develop familiarity with important ethical theories such as deontology, utilitarianism, virtue ethics and ethical relativism. They will be introduced to central philosophers such as Aristotle, Kant and Nietzsche and more modern writers such as Singer, Nussbaum and Neiman. Topics may include but are not limited to: • Euthanasia, human experimentation and other issues in medical ethics. • Terrorism, violence, equality and the limits of justice. • Animal rights, sustainability, and eco-radicalism. • Diversity and discrimination. This course will provide students with an excellent introduction to the ethical dimension of many of the themes that they are studying at AUC: social systems, health and well-being, and energy, climate and sustainability.

900263SSC: Human Rights and Human Security

Discipline	SSC
Theme	Social Systems
Track	International Relations
Prerequisites	900161SSC International Relations Theory and Practice OR 900112SSC Theme course: Introduction to Social Systems (1)

This course examines the contribution of international human rights regimes to the protection and promotion of human security within the international community. The course is divided into three main sections: i) war; ii) youth perspectives; iii) poverty. We begin with a discussion of one of the central motivating forces in the development of international human rights standards: war. Of particular interest will be the challenge that terrorism and torture have posed to our understanding of human rights, especially civil and political rights, as well as concepts such as sovereignty and liberal democracy. The second section of the course examines human rights and human security issues from a youth perspective. Human security broadens and deepens the concept of threat, influenced by ideas such as human rights. So this section of the course will look at aspects of human security, such as economic security, personal security, community security, and political security, but from the perspective of young people. The final area of focus is poverty and global inequality. Recognized as one of the most serious threats to an individual's security, poverty and its effects are central issues on the international community's agenda. We will discuss current responses by international, transnational, national, and individual actors, allowing us to integrate themes from the two earlier sections.

900264HUM/SSC: World Religions

Discipline	SSC, HUM
Theme	Cities and Cultures, Social Systems
Track	Culture, Logic and Philosophy
Prerequisites	900163HUM Research Methods in History is recommended. For SCI, 900171SSC Classical and Modern Sociological Thought OR 900181SSC Classical and Modern Anthropological Thought. For SCC, 900171SSC Classical and Modern Sociological Thought OR 900181 Classical and Modern Anthropological Thought

This course introduces students to the spectrum of world's religions (drawing from shamanism and shintoism, confucianism and islam, to hinduism and buddhism, egyptian and islam, judaism and christianity, african and aztec), their historical transformations, some of their main issues and their interactions with politics. Certain issues will be combined with certain religions, thus shifting the focus each class. In order to cover the variety of religions, the different issues and the historical transformations worldwide, attention will be paid to - theories on the origins of religion - shamanism and mysticism - ancestor worship - polytheism - monotheism - monism - religion & the Axial Age - religion & the Modern Age - religion & the state - religion & conflict - religious fundamentalism - religion & nationalism - religion & concepts of harmony - religion & globalization - religion & concepts of time. - religion & identity

900264SCI/SSC: Brain and Cognition

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed., Cognition
Prerequisites	900152SCI Introduction to Biology OR 900161SCI The Human Body 1

In this course students will become familiar with basic key concepts in (cognitive) neuroscience. The goal of this course is to deepen understanding of the neurobiology of the mind and the aetiology of mental disorders. Students will be encouraged to critically analyse the impact of neurobiology and (psychiatric) brain disorders on society. To most of us, the mind constitutes as the very essence of our identity. However, where to draw the line between normal and abnormal, well and ill, an eccentric personality and a schizotypic one, an active, creative fast-thinking personality and ADHD? This course will explore the neurobiology of the mind. First, students will be provided with a concise overview of the structure and function of the human brain and will be introduced to the basics of neural communication (electrical signalling and synaptic transmission). Next, the focus will be on key concepts in cognitive neuroscience such as perception, memory, attention, emotion and consciousness. A selection of relevant topics will be covered in depth (partly by students' presentations); possibilities include: altered states of consciousness, neurobiology of attraction and partner selection, creativity and mental illness, the gendered brain, the moral brain, free will, empathy and mirror neurons, intelligence, neurobiology of belief, superstition and religion, brain-machine interfaces, cognitive enhancers, mind control (this list is by no means exhaustive). An important focus of this course is the aetiology of mental disorders, such as ADHD, depression, addiction, autism and schizophrenia, with special attention for the nature-nurture discussion. Students will be challenged to critically reflect on the boundaries between normality and abnormality and the implications for society.

900269SSC: Peace Lab

Discipline	SSC
Theme	Social Systems
Track	International Relations
Prerequisites	900263SSC Human Rights and Human Security

This course provides field training and experience in hands-on qualitative research, as well as experience with methodologies in the peace-building, peace-making and peace-keeping fields. It is a unique opportunity for students to compare and contrast theory and practice. The course is divided into three main sections. Section One: 7 (school) days, including lectures, readings and trip preparation. Students will learn about the historical and political background of the Balkans, and specifically, Kosovo. This includes theories regarding post-conflict areas in general. Section Two: 10-day field trip to Kosovo. Students will visit various UN organizations and NGOs, discussing postwar peace building, local cultures of human rights, formation of a nation state, youth participation, and other issues. This can be viewed as an invaluable experience for students to see, hear, and understand for themselves a post-conflict society and the many threads of peace building from a human rights perspective—in the field. Section Three: 6 (school) days, including follow-up and final assignments. This course is limited to 20 students and students are expected to cover part of the financial costs of the trip themselves.

900271HUM/SSC: Gender Sexuality

Discipline	SSC, HUM
Theme	Cities and Cultures, Social Systems
Track	Culture, Anthropology, Sociology
Prerequisites	tba

The study of gender and sexuality has constituted a crucial strand of cultural studies from the inception of the discipline through to the present day. This course on gender and sexuality studies course addresses trace the main trajectories of the field as they have emerged over time – from (first, second, third wave) feminist theory to masculinity studies to queer theory to trans studies and beyond. The course is interdisciplinary in nature, integrating a combination of both theoretical readings/primary texts, and the analysis of relevant objects within their sociopolitical context. Special emphasis is placed on the discussion of the social construction of sex and gender; the politics of identity and inequality; and the intersection of gender and sexuality with other markers of difference including race, religion, nationality and class.

900271SCI/SSC: Nutrition and Health

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Health
Prerequisites	900171SCI Introduction to Public Health

Nutrition is the essence of life and plays a central role in the health of individuals and populations. Therefore, nutrition by definition requires an interdisciplinary perspective drawing on fields as diverse as anthropology, biology, chemistry, epidemiology and economics. The course will emphasize an interdisciplinary perspective in understanding nutrition and related (public) health consequences. The nutrition-related biological mechanisms will be used as a basis to discuss how culture, society and economic factors relate to (public) health. Students will also be expected to discuss the impact of changing dietary patterns on public health, including both chronic disease and under-nutrition. The emphasis of the course will be on (guided) student led learning. In the last part of the course, every student will formulate a research question and write a review of a nutrition-related topic using both epidemiological as well as biological information.

900272SCI/SSC: International Public Health

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Health
Prerequisites	900171SCI Introduction to Public Health

This course explores the field of international health within the broader context of health and development. Basic issues related to major diseases and conditions in developing countries, including international health organisations and their influence on approaches to prevention, treatment and control, will be reviewed from a cross-cultural perspective. Topics covered during the course will be; culture, behaviour and health, reproductive health, infectious diseases, nutrition, chronic diseases, mental health, environmental health, health systems, health and economy, and globalization. Many of these health issues will be discussed using a human rights approach and/or the millennium goals. Part of the course will be devoted to creating a country profile regarding health status and evaluating existing health promotion or prevention programs.

900273SCI/SSC: Epidemiology

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Health
Prerequisites	900171SCI Introduction to Public Health AND 900121ACC Basic Research Methods and Statistics 1

The objective of the course is to learn and apply epidemiological methods to determine exposure/disease relationships. Students will study risk factors affecting health conditions and will be provided with a foundation in intervention strategies (preventive medicine). This discipline brings together the biological (medicine) and social sciences. Topics include measures and statistical terminology; observational studies; interventional studies; and public health surveillance. The course will also examine epidemiological study designs and measures of disease risk used in etiological epidemiology and health services research.

900273SSC: Inequality and Poverty

Discipline	SSC
Theme	Social Systems
Track	Sociology
Prerequisites	Any 100 level Social Sciences course in the Social Systems theme

This course explores the sociological definitions, measurement, causes and consequences of inequality and poverty. It focuses primarily, though not uniquely, on inequality and poverty in Western developed countries. The course consists of four parts: In the first part, we look at the meaning, measurement and foundations of inequality and poverty. After a short discussion of classic thinking about (in)equality, we consider various foundations of inequality and poverty (gender, race, the labour market) and we discuss the probability of social mobility. The second part focuses on how social policies affect inequality and poverty in Western developed societies. We discuss how social policies can reduce inequality and poverty, for example by providing minimum income protection or access to education. Yet social policies can also create new inequalities between insiders and outsiders of the labour market, between men and women, or between ethnicities. The third part explores the causes and consequences of immigration in relation to inequality. Inequality and poverty are an important reason for which people migrate. Migrants may have better opportunities in their country of destination, but new situations of inequality emerge in the receiving country. Since migrant workers often send remittances home, international migration may improve welfare in the country of origin, yet at the same time international migration may result in a brain and care drain. In the fourth part of the course we will explore the consequences of the 2008 global financial crisis. We will discuss topics that are selected and presented by the students. These topics can vary from how the crisis has contributed to new inequality and poverty in countries around the world to the political consequences of new inequalities. For example, we can discuss how the crisis increased poverty in Southern Europe, or how it inspired the Occupy Wall Street movement around the world.

900274SSC/HUM: Sociology and the Other

Discipline	SSC, HUM
Theme	Social Systems
Track	Culture, Sociology
Prerequisites	900171SSC Classical and Modern Sociological Thought

One of the classic subjects of sociology is the relationship between norm and exception or deviation. Entire fields of knowledge from medicine to psychiatry to criminology emerged from practices of identifying, studying and categorizing normative exceptions – the ill, the mentally disabled, the socially pathological to mention few examples. In this course practices of differentiation, and the desire to expel or contain otherness through scientific and governmental techniques are explored. Paying a tribute to philosophical writings on the concept of the Other, the course focuses on the disciplinary and discursive constructions of sexual, moral, social, medical, mental and political difference. Readings in relatively new social science fields such as queer studies and disability studies are also covered to introduce new perspectives on this classic theme.

900275SSC: Nations, Nationalism and Modernity

Discipline	SSC
Theme	Social Systems
Track	Sociology
Prerequisites	900171SCC Classical and Modern Sociological Thought

The course examines the nature of national identity and nationalism. We will first survey some of the most influential statements on the rise of nation-states and the making of nations in the modern world. Our focus will be on the conceptual debate between “constructivists” and “perennialists.” We will then proceed to explore in more detail the interrelations between nationalism and citizenship, ethnicity and nationhood, as well as between class, religion, gender, sexuality and national identity in a historical and comparative perspective. Specific case studies will allow us to reexamine the drama of the Holocaust, the imperial legacies in post-colonial nation building, and the paradoxes of inclusion and exclusion in contemporary America and Europe. Finally, we will critically examine the prediction that humanity is about to enter the era of “the end of nationalism” and explore the sources of the continuing attraction of the idea of “nationhood.”

900276SSC: Contemporary Sociological Thought

Discipline	SSC
Theme	Social Systems
Track	Sociology
Prerequisites	900171SCC Classical and Modern Sociological Thought

The American sociologist C. Wright Mills once described the distinctively sociological perspective on the world as “the sociological imagination.” What kind of perspective is this? What are its implications for academic research, public debate, policy-making and our personal lives? This course addresses these questions by exploring some of the key developments and debates in contemporary sociological theory. While surveying the major contributions by Pierre Bourdieu, Michel Foucault, Jürgen Habermas, Immanuel Wallerstein, Zygmunt Bauman and other important theorists, we will discuss both the continuing relevance of classical sociological tradition and more recent path-breaking insights into the nature of social inequality and power relations in society. We will examine these phenomena by focusing on such significant and often controversial fields of inquiry as development and globalization, education and socialization, crime and surveillance, religion and the public sphere, as well as the politics of race, gender, and sexuality. Key conceptual dilemmas of sociological knowledge will be considered in the context of “the 1968 revolution,” “the neoliberal (counter-)revolution,” and the post-9/11 world.

900281SSC/HUM: Community and Society in a Globalised World

Discipline	SSC, HUM
Theme	Cities and Cultures, Social Systems
Track	Culture, Anthropology
Prerequisites	900181SSC Classical and Modern Anthropological Thought

It is nowadays commonplace to argue that 'globalization' affects people's social lives. This argument is founded on the observation that social contact increasingly stretches beyond traditional community boundaries, dissolving old configurations while at the same time creating new ones. But how does this work in practice, and how do individual persons respond to the challenges that globalization presents them with? Key to the course is to equip students with approaches, (theoretical) ideas and skills to untangle the complexities of this. The course focuses on globalization from below, i.e. on local actors and their social practices. Hence the course is critical of 'grand' views stressing the universality and predictability of globalizing forces. To unpack the complexities of people's social lives under globalization, the course explores particular linkages between the 'local' and the 'global'. In this exploration, a distinction is made between social, economic and cultural aspects of globalization. To make this more concrete, the course focuses on three broad themes: i) migration and transnational life, ii) global circulation of goods, iii) cultural globalization. During lectures, key ideas and thinkers in these themes are introduced, followed by empirical case studies wherein these are applied on particular actors, products and ideas. Central throughout is what this all means for common people, and how they respond to this in different ways.

900283SSC: Ethnographic Fieldwork for the 21st Century

Discipline	SSC
Theme	Social Systems
Track	Anthropology, Sociology
Prerequisites	None

[if gte mso 9]>

900291SSC: Developmental Psychology

Discipline	SSC
Theme	ICC
Track	Cognition
Prerequisites	900192SSC Psychology AND 900121ACC BRMS I

This course will provide students with an overview of current developments in Developmental Psychology. The student will have acquired a solid introductory knowledge base of the current state of Developmental Psychology as a science. Also, the student will understand and be able to critique the main developmental psychological theories. Also, the student will have acquired a basic understanding of the Ecological models of Human Development
 Topics include: • The Study of Development • Nature/Nurture & Evolution • Prenatal • Infancy • Early Childhood • Middle Childhood • Adolescence

900292SSC: Cognitive Psychology

Discipline	SSC
Theme	ICC
Track	Cognition
Prerequisites	900192SSC Psychology

This course is about the scientific study of cognition – the mental processes that are involved in perception, attention, memory, problem solving, reasoning, and decision making. Apart from outlining what we currently know about these topics and how they have led to particular theories about what is going on in our mind, strong emphasis will also be placed on how we have obtained this understanding. As part of this, the course will give ample opportunity to get hands-on experience with many classic and contemporary cognitive psychology experiments. Another important aspect of the course is to demonstrate and discuss practical connections between cognitive theory and everyday experience. Main topics that will be discussed are: • perception (e.g., subliminal perception, optic illusions, object/face recognition, bottom-up and top-down processing, agnosia) • attention (e.g., vigilance, attention capture, early and late selection, automaticity, cueing) • short term and working memory (e.g., limited capacity, interference, serial position effects, central executive, dual task performance) • learning and remembering (e.g., depth of processing, effects of training, implicit learning, transfer appropriate processing, eye witness testimony, false memories, flashbulb memory) • knowing (e.g., categorisation, semantic networks, knowledge representation, priming) • language (e.g., understanding words and sentences, language production, bilingualism) • problem solving (e.g., information processing approach, expertise, creativity) • reasoning and decision making (deductive reasoning, heuristics, risk assessment, stereotypes)

900293SSC: Cognition Lab

Discipline	SSC
Theme	ICC
Track	Cognition
Prerequisites	900192SCC Psychology AND 900221ACC BRMS II

This lab takes a 'brain and development' approach to cognition', and will focus on the interdisciplinary field of Educational Neuroscience. Educational neuroscience is an emerging field of research that explores the interactions between cognitive neuroscience and education. Researchers in educational neuroscience investigate the learning brain. They examine the normal development, but also focus on development at risk due to biological, psychological and/or social factors. Key research topics include the (neural underpinnings of the) development of reading and numerical skills, social cognition and self-control, but also their associated difficulties as expressed in learning disorders and behavioral disorders. It is however of vital importance to relate the findings of these studies to the context of an individual's learning: the social and cultural context (e.g., parents, teachers, friends, the neighborhood). The main challenge in the field of educational neuroscience is to build bridges between cognitive neuroscience and education, in order to foster the study of mind, brain and education to further our understanding of the learning brain. This knowledge is vital for the development of interventions that promote learning. The lecturers in this course will bridge disciplinary boundaries. Topics discussed will include self-control, social cognition, reading and mathematics, and talent development. The course offers training in integrative thinking and critical evaluation of the value of integrating different approaches to each topic.

900295SSC: Perception and Attention

Discipline	SSC
Theme	ICC
Track	Cognition
Prerequisites	900292SSC Cognitive Psychology

This course introduces you to the problems of perception and attention. Why is perception a problem? Seemingly without effort, our brain constructs a rich world of visual, auditory, and other sensory impressions for us. But how are these mental impressions created? How do they relate to the physical world out there? In what ways can we study this subjective experience? And what happens when perception goes wrong? Furthermore, from this rich world entering our senses, we only appear to be conscious of a small part at any one time. What do we attend to and what do we ignore? How does the brain make this election? Can we do multiple things at the same time? Is attention the same as awareness or not? This course teaches you to the scientific way of looking at perception and attention. We start with visual perception, from how the eye works to how brain damage changes perception. We treat questions such as, how does the brain recognize objects? How do we see color, or motion? Can we see without consciousness? And are illusions trying to tell us that something is wrong in our brain? Another part deals with auditory perception. How do you know whether sounds come from above or below, because they enter through the same ears, right? How do you know who is talking, and what they are saying? Are there any auditory illusions? And does what we see affect what we hear? You will learn about the scientific methods and theories that have tried to answer these questions, as well as the relationship to everyday experience. The second part focuses on attention. Attention appears to be driven in two ways: By salient stimuli (like ambulances), and internally, by "ourselves". What does "ourselves" mean here? Our free will, our previous experiences, our memories? What happens when attention goes wrong, like in spatial hemineglect? This part teaches you about the major theories of attention, as well as the behavioural and neuroscientific methods to investigate it.

900296SSC: Knowledge of Learners and Learning

Discipline	SSC
Theme	ICC
Track	Cognition
Prerequisites	None

This course aims to help students to gain a theoretical understanding of learners – young adolescents in particular – their development and of individual and cultural differences as they occur in a dynamic and globalized world. Questions that are addressed are: "How do people learn and how can this learning be optimized?", "How do young people develop during early adolescence and what are the consequences for their functioning at school?", and "How can young learners be motivated?". [if gte mso 9]>

900297SSC: Knowledge of Teaching

Discipline	SSC
Theme	ICC
Track	Cognition
Prerequisites	900296SSC Knowledge of Learners and Learning

This course aims to prepare student-teachers for actual teaching at their internships school in the following semester. The first topic that is covered is classroom management and building a positive social climate in the classroom. Social psychological theories are used to help students understand the dynamics in classroom interaction (teacher-students; student-student). Students explore and train various classroom management techniques. The second topic pertains to designing, planning and delivering teaching and learning tasks and to assessing learning outcomes. Theories on instruction and assessment are used to help students understand the basics of educational design at course and curriculum level. Students carry out exercises in designing teaching and learning situations (including the use of ICT in education), tasks and assessments. [if gte mso 9]>

900301CIC: Capstone (12 ECTS)

Discipline	SSC, SCI, HUM
Theme	n/a
Track	n/a
Prerequisites	Third Year

N/a

900311SSC: Theme course Globalisation: Global Economics

Discipline	SSC
Theme	Social Systems
Track	Theme
Prerequisites	Any 100-level theme course (Fundamentals of Micro and Macro-Economics is highly recommended for this course as it will assume prior knowledge of economic tools and methods. Limited to third year students)

In this course, globalisation as both an empirical phenomenon and explanatory theory will be discussed with special attention to the economic aspect. Students are expected to gain an in-depth understanding of the different effects of globalization at both the national and international level, drawing on research and theories from the seven disciplines of the Social Systems theme: anthropology, environmental economics and policy, economics, law, international relations, political science, and sociology. Topics covered may include: economic institutions, financial regulation, emerging markets.

900312SSC: Theme course Globalisation: Global Politics

Discipline	SSC
Theme	Social Systems
Track	Theme
Prerequisites	Any 100-level theme course (limited to third year students).

Global Politics deals with the transformation of global political communities, the challenges of democratization, and civil society response to contemporary governmental rationalities. A part of the course is devoted to reading a political theory classic, Hannah Arendt's *The Human Condition* (1958) over an extended period of four weeks. Students will be challenged to critically examine contemporary conditions against empirical and historical knowledge of globalization and civil society. In the course of the semester students will also engage in group research on transnational mobilization as well as develop individual research projects. The course facilitates individual research in the form of methodological discussions, individual consultations and presentations.

900313SSC: Theme course Globalisation: Global Culture

Discipline	SSC
Theme	Social Systems
Track	Theme
Prerequisites	Any 100-level theme course

It has become a truism that today's world is rapidly 'globalizing', i.e. that the webs of interdependencies between actors are quickly expanding across the globe and that they are becoming increasingly complex. This seems particularly true for economic/material aspects of globalization: think of multi-national companies and their central role in structuring worldwide trade, or how global retail networks have dramatically changed consumption practices (supermarkets/malls), or how international migration flows support transnational entrepreneurship. Key questions that anthropologists studying these phenomena address are: how do actors working under conditions of (economic) globalization make sense of their situation, how do they act on these cultural understandings, and how do they organize their everyday lives in a rapidly changing world (livelihoods)? This theme course equips students with essential conceptual and methodological tools to investigate such important questions in-depth. Particular attention will be given to common, non-elite actors, and how economic globalization structures their sociocultural practices; the course thus focuses on how globalization is structured 'from below'. Hence the course is critical of 'grand' narratives stressing the universality and predictability of globalizing forces, instead showing how diversity and heterogeneity are key to economic globalization. In more detail, the course will focus on three important approaches in the anthropological study of economic globalization. Firstly, it will be considered how rationalization of production and trade have promoted the rise and spread of a global capitalism, and debates whether this has led to cultural homogenization. A high point of global capitalism are 'hyperspaces' such as shopping malls and supermarkets. It is thought that these plays a major role in the rise of middle-class identities, hence figuring in how people think about themselves and other people. Secondly, it will be regarded how global capitalism creates new inequalities between actors: in global value chains, wealth in the global South is appropriated and concentrated in the hands of a global elite in Global cities. These new global inequalities have profound consequences on local interpretations of labour relations (notably pertaining to gender and kinship ties), which is explored by looking at new global exports from the South. Thirdly, whereas the aforementioned approaches emphasize how cultural change results from/are shaped by external structural conditions of economic globalization, a major question remains to what extent cultural change is internal to the webs of interdependencies in which actors operate. In other words, to what extent does agency drive processes of cultural heterogenization (sometimes called 'creolization') which anthropologists noted in many parts of the world? This point is highlighted by looking at transnational migrants. After completion of the course, students:

- will have gained an insight in the diversity and variety of cultural forms under economic globalization;
- will be familiar with key anthropological concepts and debates in (economic) globalization;
- can meaningfully discuss structure-based and actor-based models of globalization;
- can apply these ideas in a field research project;
- will have gained practical experience with research methods to study globalization (anthropological fieldwork).

900314SCI/SSC: Theme course HW: Lifestyle and Disease

Discipline	SSC, SCI
Theme	Health and Well-being
Track	Theme
Prerequisites	200-level courses related to this theme, preferably Epidemiology OR Nutrition and Health; exclusively for 300 level students

Diseases such as cancer, cardiovascular diseases, diabetes mellitus and obesity contribute largely to the global burden of disease. Important risk factors of these diseases are within the domain of lifestyle; scientific evidence shows a clear relation with dietary behaviours and physical activity. The strong association with lifestyle implicates that the majority of these diseases are preventable. A planned approach of disease prevention and health promotion is desirable to develop effective interventions and public health solutions. This approach entails a thorough process from analysing the public health problem, to identifying the lifestyle factors that cause the problem, to assessing the behavioural determinants of the relevant behaviours to selecting suitable intervention strategies and evaluation of the entire process.

900322HUM/SSC: The Literature of Social Exclusion

Discipline	SSC, HUM
Theme	Cities and Cultures, Social Systems
Track	Literature, Sociology
Prerequisites	900161HUM Introduction to Literary and Cultural Theory and one 200-level course from the Literature track OR 900274SSC Sociology of the Other

This seminar explores literary engagements with the topic of social exclusion. In doing so, it draws on sociological and anthropological theories of globalization, transculturality, cosmopolitanism, social conflict and group membership. At the same time, close examination of literary texts uncovers that theoretical concepts sometimes fail to account for the intricacies of individual experience. The literary texts explored in this seminar portray diverse experiences of exclusion, stigmatization and discrimination but in some cases also of emancipation and agency. The seminar engages with diverse areas of human experience such as diaspora and exile, war and political conflict, hierarchies of caste, class, race and gender, anti- and postcolonialism, new poverty and HIV/Aids. Literary texts, however, are not read as mere illustrations of 'real life' but also as aesthetic specimens in their own right. In addition to this, the seminar explores the aestheticization of social exclusion (for example in the stylized 'ghetto culture' prevalent in hip hop music) and its strategic uses in what Graham Huggan has called the "marketing of the margins".

900322SSC: Global Environmental Governance

Discipline	SSC
Theme	Social Systems
Track	Envir. Econ. (and policy)
Prerequisites	Any 200-level Social Sciences course in the Social Systems theme.

This course critically examines the past, present and future of global environmental governance, evaluates the effectiveness of specific case study regimes, assesses needs and options for reform and future innovations. The course explores dimensions of key contemporary global environmental problems and how these are addressed in law and policy approaches at various levels ranging from the global scale down to the regional (European), national and even local contexts. The first part of the course will provide an introduction to the burgeoning field of “global environmental governance”, its history, key actors and tools. It will address questions such as: What makes certain environmental issues global? How is environment affected by globalization and trade? Do global problems require global solutions? What distinguishes collective action problems at national or regional level from the global level? How do we make global environmental policy, and how do we make it work? How are the actors and the machinery of global environmental ‘governance’ changing, and does this replace or compliment traditional international environmental law and policy? Other major themes include the emergence of global environmental law and policy responses (regimes); key concepts, principles, practices and theories; actors and intergovernmental organizations (esp. UN/UNEP); multilateral environmental treaties: negotiation, compliance, enforcement and effectiveness; emerging role of non-state agents/private actors (e.g. international organizations; certification bodies, business, NGOs, consumers, etc.); voluntary standards and market-based instruments for GEG; global trade and eco-protectionism, North/South dimension, treaty congestion and regime fragmentation, etc. However, the main focus of this course will be on detailed case studies of key global environmental governance regimes, such as: climate change, geo-engineering, biodiversity, fisheries, forestry, air pollution, ozone layer depletion, sustainable development, biosafety and biotechnology/GMOs, food safety, toxic wastes and chemicals, nuclear energy, water pollution and water scarcity, human rights and environment, environmental citizenship and participation, global trade and environment, etc. The course will involve active and dynamic participation by students in researching and presenting case studies, and in weekly in-depth and comparative discussions of various specific global environmental governance regimes. Through both individual and team work, students will acquire and share valuable comparative perspectives by synthesizing and comparing their individual research of (sub)national, EU, and global level public policy actions and private governance initiatives. By analyzing the collective outcomes of all these in-depth multilevel environmental comparative case studies, we will draw conclusions about cross-cutting issues, common trends, lessons, failures and weaknesses, successes and strengths, and will consider future directions for global environmental governance.

900323ACC/SSC/SCI: Advanced Research Methods and Statistics

Discipline	SSC, SCI, ACC
Theme	n/a
Track	n/a
Prerequisites	900121ACC BRMS; BRMS II is strongly recommended

In this course we will cover a series of techniques that go more into depth than those covered in BRMS and BRMS II. We will work extensively with data and learn how to analyze and interpret data at an advanced level. The course covers the following topics: - recap multivariate linear regression and ANOVA - complex regression models (e.g. mediated moderation) and MANOVA - dealing with violated regression assumptions - generalized linear models, i.e. regression models for categorical and limited dependent variables - methods of data reduction and scaling (e.g. PCA, correspondence analysis) - If time permits: introduction to structural equation modeling and multilevel analysis Advanced Statistics will be an essential preparation for those who are planning to do a Master's program in one of the quantitative social sciences such as Psychology, Economics, Sociology, Political Science, or Health Science.

900323HUM/SSC: Political Shakespeare

Discipline	SSC, HUM
Theme	Cities and Cultures
Track	Literature
Prerequisites	900161HUM Introduction to Literary Cultural Theory, OR 900154ACC/HUM Big Books, OR 900163HUM Research Methods in History, OR 9000151SSC Classical and Modern Political Thought.

Shakespeare lived in times of turbulent cultural and political change. In this historical context, it is not surprising that Shakespeare's plays are saturated with political themes. In his 'history plays,' Roman plays, and tragedies we encounter a range of monarchs, statesmen, and citizens, who are depicted in situations that challenge their most deeply held beliefs and which often throw their identity as social and political actors into crisis. Taken together these plays constitute a profound inquiry into such issues as the divine right of kings, republican virtue and citizenship, the relationship between church and state, and the nature of the political life. What is more, the early-modern theatre in which Shakespeare was such a leading figure was itself deeply politicized as a social institution. The role of the theatre in early-modern urban culture, and in relation to the Elizabethan and Jacobean courts, makes for a vibrant cultural context in which each play is saturated with political meaning and resonance. In this course, we will study the political dimensions of Shakespeare's work by bringing it into dialogue with insights from political theory, intellectual history, and comparative literature. We will address questions such as: How did Shakespeare think about kingship and statesmanship between ca. 1580 and 1620? By what kind of thinking about (civic) virtue and citizenship was his work informed? How did he respond to new historical, political, and intellectual developments in the course of his long career as a playwright? How do his plays problematise or intervene in the many political debates of the period – an important era of transition in which nothing seemed certain and everything was held up for debate? And, last but not least, are the dilemma's that confront Shakespeare's characters still relevant for readers today and, if so, how? Plays to be read in this course may include: Shakespeare's *Coriolanus*, *The Merchant of Venice*, *Romeo and Juliet*, *Richard II*, *Henry IV (Part 1)*, *Henry V*, *Richard III*, and *The Tempest*. Furthermore, students are expected to read the following texts in political theory and intellectual history: Machiavelli, *The Prince* (1513); Thomas More, *Utopia* (1516); Erasmus, *Education of a Christian Prince* (1516); James VI/I, *The Trew Law of Free Monarchies* (1598); Arthur Lovejoy, *The Great Chain of Being* (1936); Ernst Kantorowicz, *The King's Two Bodies* (1957).

900331SSC: Advanced Micro-Economics

Discipline	SSC
Theme	Social Systems
Track	Economics
Prerequisites	900237SSC Fundamentals of Macro-Economics AND 900236SSC Fundamentals of Micro-Economics AND 900125ACC Calculus OR 900124ACC/SCI Calculus for Economics

This course will develop students' understanding of the theory and methods of microeconomics. Theoretical topics covered include decision-making by firms in monopolistic and oligopolistic markets and the implications for public policy including competition law. In particular, we will discuss how a monopoly may price discriminate, what quality it will supply, and its role in upstream/downstream settings. With respect to oligopolies, we will cover different types of rivalry, (tacit) collusion, entry and exit, product differentiation, moral hazard, and adverse selection. In addition, you will be introduced to the theory of auctions. Methods discussed include game theory, experimental economics, and econometrics. By the end of the course, the student will: • be able to apply micro-economic tools to analyze decision-making by firms in monopolistic and oligopolistic markets; • be able to evaluate public economic policy including competition law aimed at correcting markets failures in imperfectly competitive markets; • have acquired basic knowledge about methods commonly used in micro-economic research including game theory, experimental economics, and econometrics.

900331SSC: Advanced Macro-Economics

Discipline	SSC
Theme	Social Systems
Track	Economics
Prerequisites	900237SSC Fundamentals of Macro-Economics AND 900236SSC Fundamentals of Micro-Economics AND 900125ACC Calculus OR 900124ACC/SCI Calculus for Economics

This course is concerned with the main research questions of macroeconomics: What are the sources of economic growth? What policies promote growth? What causes business cycles? What are the effects of monetary and fiscal policy? Can these policies be used to fight recessions? If so, how should they be designed? Many of these questions were already examined in "Fundamentals of Micro-and Macroeconomics". Here we will study these questions at a more advanced level, with a stronger focus on the methods that state-of-the-art macroeconomic research uses to provide answers to these questions. Students will have acquired a solid understanding of the methods and theories of modern macroeconomics, their strengths and limitations in relationship to other disciplines, and how they translate into policy advice offered by macroeconomics. Students will be in a position to critically evaluate what macroeconomics in its current state can (and cannot yet) contribute to solving some of the big economic problems facing society.

900332SSC: The Promotion and Regulation of the Economy

Discipline	SSC
Theme	Social Systems
Track	Economics
Prerequisites	900237SSC Fundamentals of Macro-Economics AND 900236SSC Fundamentals of Micro-Economics

This course studies public policy aimed at industries where the competitive forces fail to deliver efficient outcomes. In particular, the course focuses on sources of market failure such as economies of scale, barriers to entry, collusion, abuse of dominant position and weak property rights. After introducing the basic notion of market failure the course takes the student to a tour on public policies to alleviate its effects on consumer welfare. The course first covers key antitrust issues such as horizontal and vertical mergers, collusion and exclusionary practices such as predation, exclusive dealing, loyalty discounts, rebates, tying and bundling etc. Then, the course moves into the discussion of the process of deregulation, liberalization and re-regulation of traditionally monopolized industries such as electricity, natural gas and telecommunications. Issues such as access pricing to infrastructures and the role of uncertainty and forward contracts are studied. The course ends with the important topic of R&D, weak property rights and the role of patents and firm cooperation.

900334SSC: Market Failure, Institutions and Economic Policy

Discipline	SSC
Theme	Social Systems
Track	Economics
Prerequisites	900237SSC Fundamentals of Macro-Economics AND 900236SSC Fundamentals of Micro-Economics

The course discusses the general micro-economic theory of market failures, essentially asymmetric information and limitations to the ability to commit to promises, and of the institutions to cope with these market failures, for example contract law, property rights, reputations, credit rating agencies, the state monopoly of violence, democracy, and the constitution. Institutions emerge as an attempt to minimize transaction cost, or equivalently, to internalize externalities. The course offers a detailed analysis of the basic forms of transaction cost: asymmetric information (bargaining, moral hazard, adverse selection) and commitment problems (commitment in time, commitment to community = free riding). We analyze when the market creates the necessary institutions itself (private law) and when political coordination is required (public law). A wide number of practical institutions are discussed, for example social security, cities, financial markets, principal agent problems in bureaucracies. The aim is to show that all these market failures and institutions to cope with them can be explained by a small number of mechanisms that show up time and again in different contexts. The course stresses the links of economics to sociology, law, history and political science, and to a lesser extent, to biology and psychology.

900341ACC/SSC/HUM: Religion and Democracy

Discipline	SSC, HUM, ACC
Theme	Cities and Cultures
Track	History
Prerequisites	For second and third year students

Compared to the centuries when religion ruled supreme, modern democracy is a recent phenomenon. Once the transition to democracy had been made, however, religion found itself in an entirely new context. Religion and democracy are not natural allies. Religion is at home in hierarchical societies; religion endows the hierarchical order with legitimacy; in fact, religion embodies the very principle of hierarchy since it postulates an ultimate authority. The democratic order is flat. Rulers have the mandate of the voters instead of a mandate by God. How does religion survive in the environment of the modern democracy? This course looks at the new faces of religion in India, Turkey, France, and the US. Different democracies and different religions. But the processes of religious change, triggered by the dynamics of democracy, show striking similarities between different religions in different contexts.

900342HUM/SSC: Photograph as Socio-Political Document

Discipline	SSC, HUM
Theme	ICC, Cities and Cultures
Track	Art History, Culture, Anthropology
Prerequisites	For HUM, 900261HUM Introduction to Visual Methodologies. For SSC, 900161HUM Introduction to Literary and Cultural Theory or any 200-level Humanities course. For SCI, 900161HUM Introduction to Literary and Cultural Theory or any 200-level Humanities course.

The photograph, as proof of what has been according to Roland Barthes, is inextricably tied to claims of truth. What some might view merely as an art object has had the power to change labor laws (photographs of children in factories), label people and objects (anthropologists and biologists utilization of photography), create national parks (photos from expeditions in the American west), garnered support for environmental activists (manipulated image of the earth taken from space), set off debates on abortion (image of fetus on the cover of Life magazine), send people to jail (photograph as evidence, most recently in apprehending suspects involved in riots in England), just to name a few examples. This course will examine the history of photographs as they have functioned in the scientist's laboratory, courtroom, and media. We will question the assumed veracity of the photograph and discuss how the photograph has been used as a tool in argumentation. Methods will include visual analysis, which will help train students in various disciplines in the interpretation of images. We will look at texts from various fields in the sciences and social sciences and discuss photographs by thoroughly examining the social, historical and political contexts in which they were made. Since the focus is photography and representation, this course should be considered in the field of art history, however the well-rounded approach will appeal to students in political science, anthropology, sociology, law, and biology. Ultimately, we will address how images influence the creation of knowledge.

900342SSC: International Economic Law

Discipline	SSC
Theme	Social Systems
Track	Law
Prerequisites	900241SSC Comparative Law OR 900245SSC Constitutional and Administrative Law

This course is designed to provide students with the fundamentals of international law and international relations concerning global economic affairs. The course is mainly structured around the Bretton Woods system (i.e. the IMF, the WTO and the World Bank), thus emphasizing the current legal framework within which these international organizations function. While IEL discipline comprises many fields, this course will provide an essential understanding of international monetary law, international trade law, investment law and global financial regulation. There will also be discussed the impact of the global economic crisis of 2007 on these particular institutions and, thus, potential reforms. Students successfully completing the course will have a comprehensive view of the functions and role of the most important international economic organizations and should be able to understand relevant principles and rules, and solve legal problems in the field of international economic relations.

900343SSC: European Union Law

Discipline	SSC
Theme	Social Systems
Track	Law
Prerequisites	Any 200 level Social Sciences course in the Social Systems Theme

A small number of European states decided to open their borders to each other and form a common market in 1957. The resulting organization has now grown to 27 states and is the world's largest economy and trading block. The EU is no longer only about creating a single market, but also actively legislates and takes other action to do with the environment, criminal law, security, foreign affairs, social policy, education and culture, and many other fields. To achieve its goals it has its own parliament, court, and bureaucracy. The core of the EU's effectiveness lies in its law. As a result of a series of judgments over the years it has become accepted that this must be enforced by national courts, and must take precedence over national law. National parliaments and legislators are no longer supreme on their territory. This makes the EU unique. It is not quite a state, but it is more than a mere international organization. It has autonomy and power over its Member States, who submit to its authority, but they in turn influence it via representation in its bodies and institutions. There is in substance a pooling of national sovereignty to create a new type of supranational body. This creates many problems and raises many questions. There are simple legal questions about how it all works, but also questions about the democratic legitimacy of the EU, and its capacity to respond to the desires and values of its population. There are also questions about its role in the wider world, and the degree to which it should replace individual European states in international affairs. This course will look at, among other issues, the following topics: 1. The origins and goals of the EU 2. The institutional structure of the EU 3. The 'democratic deficit' 4. The nature of EU law – direct effect and supremacy 5. Human rights and the EU 6. European citizenship 7. The internal market – free movement of persons, goods, services and capital 8. The competences of the EU and their control: subsidiarity and proportionality 9. The enforcement of EU law - judicial procedure, preliminary references, state liability 10. EU social policy and labour market policy 11. The EU and international affairs

900345SSC: Economics of Contract Tort Law

Discipline	SSC
Theme	n/a
Track	Law
Prerequisites	900247SSC Principles of Private Law

This course examines contract and tort law from a law & economics perspective. After a brief introduction to the methodology of law and economics, this course utilizes the standard tools of economic analysis for the study of law and legal institutions, with special focus on economics of contracts and economics of tort law. The course is of particular interest to students focusing on the law track and/or the economics track.

900346SSC: Criminal Justice Systems

Discipline	SSC
Theme	n/a
Track	Law
Prerequisites	900142SSC Law, Society and Justice

This course introduces students to criminal justice from a legal and a sociological perspective. The course comprises both a solid introduction to the legal underpinnings of criminal justice systems, and a more empirical introduction to e.g. their actual functioning and how different societies deal with criminal behavior. The course is relevant to students focusing on the law track, the sociology track and the IR track.

900349SSC: Moot Court Lab

Discipline	SSC
Theme	Social Systems
Track	Law
Prerequisites	900241SSC Comparative Law OR 900245SSC Constitutional and Administrative Law. International Law is strongly recommended

This course lets students take an intensive approach to preparing for developing and delivering an international legal argument before the International Court of Justice. Students will receive training and work on drafting a Memorial for their respective sides in a legal dispute, setting out a convincing argument on the basis of international legal sources. Participating students will also undergo intensive video-training to practice pleading before a panel of judges. At the end of the course, students will plead their case before a panel of judges that will consist of experts on international law from practice as well as academia.

900351SSC: Comparative Public Policy

Discipline	SSC
Theme	Social Systems
Track	Political Science
Prerequisites	Any 200-level Social Systems course in the Social Systems theme.

Comparative Public Policy undertakes an exploration of public policies and programs within a comparative context and will be taught in three sections: The Policy Building Blocks, Traditional Policy Areas and Up-And-Coming Policy Areas. The course begins with an exploration of welfare state typologies, including a consideration of collective provision and which sector(s) – government, labor market, family and/or the volunteer sector – are generally held responsible for the provision of which services and/or programs in a given country. Following from this, students will reflect on policy change (e.g. restructuring versus retrenchment, path dependency), the effects of globalization on national policies, issue definition / policy language and how issues find their way onto the political agenda (i.e. the interplay of political systems, corporations, NGOs, activists and the media). Students will then consider both policy analysis / program evaluation and policy challenges, including unintended consequences and long versus shortterm policy strategies and outcomes. In the second section of the course, traditional policy areas (such as welfare, marriage, health, immigration and education) will be considered and explored. The final section of the Comparative Public Policy course will focus on up-and-coming policy areas, including ageing, urbanization, environmental policy, advances in the life sciences and terrorism. These policy areas will be discussed using a comparative perspective, focusing primarily on specific policies and programs in developed countries, and concepts and principles will be analyzed on both a national and a cross-national basis. A primary area of inquiry will be if and how countries can learn from each other about the success and failure of policy initiatives. Throughout the course, students will be encouraged to explore concepts that are fundamental to the study of policy, such as policy context, rights and responsibilities, redistribution among social classes and a consideration of those who benefit from or are hindered by specific policies and programs.

900352SSC: European and International Institutions

Discipline	SSC
Theme	Social Systems
Track	Political Science
Prerequisites	A 200 level course in the Social Systems theme. 900262SSC European Integration is highly recommended.

This interdisciplinary survey course will provide students with a comprehensive understanding of the formal organization, impact, and future of the major European and international institutions such as the EU and the UN, with a focus on the EU. Of particular interest will be the influence of these institutions on state relations. The first part of the course looks at international institutions from the perspective of law and history. Here we focus on the emergence of the modern state and its position in international law, centred upon the notion of sovereignty. Against this background, which are the major intergovernmental and supranational institutions? How have they come into being? What is their legal position? The second part of the course looks at international institutions from the perspective of social science. What are the most influential “isms” that serve as social science explanations for the emergence and operation of international institutions and European integration? The third part of the course investigates the philosophical assumptions underpinning the arguments studied in the first parts. Drawing on both classic and more recent texts, students compare rival understandings of social science and of sovereignty and examine the consequences of these views for our judgment of the major European and international institutions. The final part of the course looks at the future. Combining the perspectives of law and history with those of social science and (political) philosophy, how do we expect the major European and international institutions to develop? Does globalization mean that we live in a post-national, post-democratic order? Should we approve or disapprove of such a development? Why?

900353HUM/SSC: Media Psychology

Discipline	SSC, HUM
Theme	ICC
Track	Communication, Cognition
Prerequisites	900192SSC Psychology AND 900153HUM Media and Communication

Media Psychology is an autonomous field of study within the science of psychology, but also a domain of intersection between two large knowledge fields, the one of psychology and the other of media studies. What does this intersection mean today, how is it pertinent, and what new directions are opening with the development of new and social media? This course aims at familiarizing students with the basic areas of interest for media psychology, enabling them to reflect upon the evolution of media-psychological debates through the field's history, and to critically engage with the contemporary psychological aspects and implications of media use. Among the topics that will be covered are: political communication, reality TV and mediated surveillance, branding and advertising, media representations of psychopathologies, individual responses to violence, and issues of cognition and perception in videogames and new media.

900354SSC: Linguistics

Discipline	SSC
Theme	Social Systems
Track	Economics, Political Science
Prerequisites	900151SCC Classical and Modern Political Thought OR 900131SSC Economic Thought in a Historical Perspective. BRMS II is strongly recommended.

Did the media contribute to reduced consumer confidence during the euro crisis? Does coverage of immigrants increase anti-immigration sentiment? Media coverage of politics and economics does not simply mirror reality, but is the result of choices of and institutional constraints on journalists and their sources. These choices have a strong impact on the way consumers, politicians, and companies perceive the world and how they act: The way that an issue or development is framed in politics or economics (co-)determines consumer behaviour, policy choices, and investor decisions. In this course students will learn how to use automatic text analysis tools and statistical analysis techniques to analyse the determinants and effects of public discourse. Specifically, we will look at the discourse on immigration and on the economic crisis, and investigate the effect of real world developments on the public discourse, and the subsequent effect of this discourse on public opinion and policy. After this course, students will be acquainted with the recent literature on political communication, framing, and specifically the framing of immigration and economics. Moreover, students will have experience with state-of-the-art analysis tools for both text analysis and statistical time series analysis in R.

900354SSC: Framing in Politics and Economics

Discipline	SSC
Theme	Social Systems
Track	Political Science
Prerequisites	Classical and Modern Political Thought OR Economic Thought in a Historical Perspective. BRMS II is strongly recommended.

Did the media contribute to reduced consumer confidence during the euro crisis? Does coverage of immigrants increase anti-immigration sentiment? Media coverage of politics and economics does not simply mirror reality, but is the result of choices of and institutional constraints on journalists and their sources. These choices have a strong impact on the way consumers, politicians, and companies perceive the world and how they act: The way that an issue or development is framed in politics or economics (co-)determines consumer behaviour, policy choices, and investor decisions. In this course students will learn how to use automatic text analysis tools and statistical analysis techniques to analyse the determinants and effects of public discourse. Specifically, we will look at the discourse on immigration and on the economic crisis, and investigate the effect of real world developments on the public discourse, and the subsequent effect of this discourse on public opinion and policy. After this course, students will be acquainted with the recent literature on political communication, framing, and specifically the framing of immigration and economics. Moreover, students will have experience with state-of-the-art analysis tools for both text analysis and statistical time series analysis in R.

900361ACC/SCI/SSC/HUM: Moral Dilemmas in Medical Practice

Discipline	SSC, SCI, HUM, ACC
Theme	Health and Well-being
Track	Health, Logic and Philosophy
Prerequisites	Students are required to have completed at least two 200-level courses in their major.

Medical practice is characterised by moral dilemmas. What should a physician do when a patient asks for active termination of life because of unbearable suffering? What should professional caregivers do when an elderly patient refuses a diagnostic procedure which might help to determine the cause of physical problems? What should a nurse do when a psychiatric patient might become dangerous to himself or others? What should a genetic counsellor do when a person does not want her family to know that she has a hereditary condition which may be relevant for her relatives? In this course, these dilemmas will be studied from a theoretical perspective and investigated using methods for ethical case analysis. Topics include: - end of life decisions - responsibility in elderly care - coercion in psychiatry - genetics. The student will acquire knowledge of: - theories on medical ethics - moral dilemmas in health care - methods of case analysis - the practice of the ethical consultant The student is able to: - understand the significance of moral dilemmas in medical practice. - place these dilemmas in a theoretical perspective and analyse them methodically (discussions, paper). - interview a healthcare professional on ethical issues and analyse the transcript.

900361SSC: International Crimes

Discipline	SSC
Theme	Social Systems
Track	International Relations
Prerequisites	Any 200-level Social Sciences course in the Social Systems theme.

This is an advanced course focusing on international crime, combining aspects of criminology, international relations and international law. The first part of the course is dedicated to transnational crime, exploring illicit trade networks (high taxation commodities but also human trafficking). The organisation of transnational criminal networks will be discussed as well as the market conditions that enable illicit trade. Attention will be paid to white-collar international crimes and corporate neglect, looking at the role of Shell in the Niger Delta and the Trafigura case of toxic waste disposal in the Gulf of Guinea. Implications of the organisational aspects of different forms of transnational crime for crime control and punishment are a final element of the first part of the course. The second part of the course looks at international crime, as defined by the Rome Statute, covering the crime of aggression, war crimes, crimes against humanity and genocide. Attention will be paid to the historical background of these crimes, the contexts in which they are committed and the mechanisms for international justice that have been designed to control them, most notably international courts and tribunals.

900362ACC/SSC: Legal and Social Philosophy

Discipline	SSC, ACC
Theme	n/a
Track	Law, Logic and Philosophy
Prerequisites	Law, Society and Justice (900142SSC) OR Classical and Modern Political Thought (900181SSC).

This course invites students to explore the use of law in society (legal ordering) philosophically. Whereas the first part focuses on mainstream legal and social philosophy, the second will be devoted to a number of more adventurous thinkers, primarily in the sphere of the Critical Legal Studies movement. A significant part of the course is devoted to the paper writing process, with a strong focus on individual guidance and feedback. As such this course also aims to prepare students for the capstone writing process. In fact, students may opt to use their papers as basis for writing a capstone in the sphere of legal and social philosophy.

900362SSC: The Changing World of International Relations

Discipline	SSC
Theme	Cities and Cultures
Track	International Relations
Prerequisites	900161SSC International Relations Theory and Practice.

The notion of change is a distinguishing feature of international relations, irrespective of perspective one has. Yet, change in international relations remains ill-defined and empirically contested. This course critically and empirically addresses claims about world transformation, new era, new epoch and other types of change that emerge regularly in international relations. Using benchmarks, students will define, measure and evaluate as well as propose possibilities for steering international relations and institutions.

900365HUM: Revolutions in History

Discipline	SSC, HUM
Theme	Cities and Cultures, Social Systems
Track	History, Political Science
Prerequisites	tba

to be confirmed in May

900369SSC: Diplomacy Lab

Discipline	SSC
Theme	Social Systems
Track	International Relations
Prerequisites	Any 200 level course in International Relations

How do states pursue their interests in the complex and at times, challenging world? This course will allow students to explore the answer to this question. Focusing on applied problems, case studies will be used to illustrate both the practical and theoretical side of diplomacy, providing students with an in-depth understanding of how states achieve their goals.

900371SCI/SSC: Addiction

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed., Health
Prerequisites	900264SCI Brain and Cognition OR 900242SCI Medicinal Chemistry

The goal of this course is to gain insight into the etiology and the neurobiology of addictive behavior. The course explores various topics in the study of drug addiction. The primary emphasis is on psychological and biological theories of drug addiction. Genetic and personality traits representing risk factors for the development of addiction will be identified. Other important topics are clinical diagnosis and treatment. Psychomotor stimulant (e.g. amphetamine, cocaine) and opiate (e.g. heroin, morphine) drugs, but also the more socially accepted drugs nicotine and alcohol, figure prominently in an examination of the pharmacological properties of addictive drugs. Much of the course relates the important mood-elevating effects of these drugs to their biological actions. However, non-drug related addictions, such as gambling and obsessive eating will also be discussed. We will also address the huge impact of addiction on our society and the effectiveness of drug policies.

900371SSC: Violence and Conflict

Discipline	SSC
Theme	Social Systems
Track	International Relations, Sociology
Prerequisites	Any 200-level course in either the International Relations or Sociology track.

This course will provide an introduction into the field of conflict studies, investigating the escalation of non-violent conflict into mass-violence and exploring international responses to violent conflict. We will first look at the dynamics of inter-group conflict, focusing specifically on conflict between ethnic groups, including genocide. We will then move to the analysis of militarized conflicts, focusing mainly on intra-state (civil) wars. What motivates groups to pick up arms against a government? How do rebel groups organise and arm themselves? Why do some rebel groups manage to overthrow a government, while others collapse? How can we explain diverging patterns of violence in civil wars? Drawing on this analysis, international responses to violent conflict will be investigated, including humanitarian relief and peacekeeping. A recurring theme throughout the course will be the connections between processes of stateformation and violence, both in Western and non-Western settings

900372SSC: Migration, Integration and Diversity

Discipline	SSC
Theme	Social Systems
Track	Sociology
Prerequisites	Any 200-level Social Sciences course in the Social Systems theme.

This course will expose students to the intersection of integration, diversity and migration taking place in different parts of the world. Diverse theories such as assimilation, transnationalism, and multiculturalism will be analyzed and country case comparisons where each of these prevail be highlighted. The course has a theoretical sociological component and a small practical research component. Students will be required to use the theories they have learned to analyse the stories they collect from immigrants or diverse ethnic groups which they seek out on their own. Students will focus on migration studies, identifying social and cultural interpretations. The lectures and student presentations will focus on theories on migration as well as analyses of specific migration cases, e.g. transnational migration, illegal migration and assimilation issues. Students will learn how to conduct interviews to highlight a focus of their own interest and to identify a person, a group, or several members of a distinct generation to interview. They will need to identify aspects of diversity, processes of integration, and migration in their lives and connect these two issues of nation-state control and citizenship and democracy.

900373SCI/SSC: Human Stress Research

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being
Track	Biomed., Health
Prerequisites	200 level course in Health, Biology or Biomedical track

'Stress' is one of the most intriguing phenomena that affects our life as it is today. At the same time, however, do we know what we are talking about? There is no other word in the Anglo-Saxon language that is so ill-defined, or has so many meanings as the word 'stress'. Usually, when we talk about stress, we mean that life is weighing heavy upon us. Stress is imbalance. Scientifically, when we talk about stress, we talk about the (psychobiological) stress response and stressors (stimuli) that are able to elicit a stress response. In this way, stress is conceptualized as a positive force that enables us to learn from encounters and adapt to our environment, only being disruptive when for one reason or the other our coping skills fail and our stress response becomes inadequate: without stress there is no life; with too much stress life becomes miserable! The present course provides insight into today's concepts of stress, the (psycho)biological mechanisms underlying the human stress response, the autonomous nervous system, the neuro-endocrine pathways and the immune system, and its impact on health and disease. The disease context is illustrated by discussing depression as a chronic stress syndrome, the post-traumatic stress disorder as a worn out disease and the conduct disorder as a cold-hearted condition. Prudent steps towards new treatment strategies will be highlighted.

900373SSC: The Development of Social Policy

Discipline	SSC
Theme	Social Systems
Track	Sociology
Prerequisites	Any 200-level Social Sciences course in the Social Systems theme.

The course will explore key influences, political, social, and historical on the development of both social policy in practice and Social Policy as an academic discipline. The development of Welfare States and social policy developments in a range of countries will be included, including the Netherlands. Of particular interest will be: the influence of ideologies in shaping the development of social policy approaches; perspectives on the development of Welfare State regimes; perspectives on the social policy making process; perspectives on the development of the current welfare mix in societies (public, private, voluntary, informal mixes); perspectives on the development of debates and approaches to universality and selectivity in service provision; the development of social policy in the wider contexts of the EU and Globalisation; the development of anti-poverty and social inclusion policies and programmes; the development of social policies for social groups and in response to equality based social movements, old and new risks (e.g. age, disability, gender, race, sexuality, faith); and critical perspectives on the development of social policy.

900374SSC/HUM: Race Class Gender Intersectionality

Discipline	SSC, HUM
Theme	Social Systems
Track	Culture, Anthropology, Political Science, Sociology
Prerequisites	Any 200 level course in the Anthropology, Sociology or Political Science track.

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900381SCI/SSC: Introduction to GIS

Discipline	SSC, SCI
Theme	ICC, ECS, Life, Evolution, Universe, Health and Well-being, Social Systems
Track	Earth Environ., Economics
Prerequisites	900125ACC Calculus OR 900121ACC Basic Research Methods and Statistics, course exclusively for 300 level SCI/SSC students

This course provides an overview of the theory and practice of utilizing Geographic Information Sciences (GIS) as a method for analysis of environmental problems. The course applications are primarily directed to the natural sciences, but the techniques are also appropriate for the social sciences (such as urban planning). Lectures will emphasize general principles and theory in GIS, and the nature of geospatial data systems. Labs will be oriented towards concepts discussed in class by employing ArcGIS and related software packages to the display and analysis of geospatial data. Specific topics to include overview of geospatial technologies; geodetic datums, projections, and coordinate systems; vector and raster data structures; attribute and relational databases; spatial analysis (e.g., map algebra), and spatial modelling. Format: lecture at AUC and computer laboratory. Students are expected to complete a final project on an approved topic.

900381SSC/HUM: Urban Anthropology Lab

Discipline	SSC
Theme	Cities and Cultures, Social Systems
Track	Culture, Anthropology
Prerequisites	900281SSC/HUM Community and Society in a Globalised World

The majority of today's world population lives permanently, or part of their lives, in cities. Cities continue to grow in number and in size: urbanization has reached unprecedented levels. Many scholars view cities as central building blocks of 'post-industrial' society; others link cities to discussions on 'modernity'. Yet again others view the growth of cities as emblematic of the expanding gap between North and South, East and West. But what does on-going urbanization mean for the lives of ordinary persons living in cities, and of those aspiring to do so? What are the problems and dilemma's characteristic of social life in the city? This course addresses these questions by presenting a critical review of anthropological and sociological thinking and literature on cities, urban life and urbanization. The course focuses on experiential and organizational aspects of social life in the city, but it also explores how this is embedded in broader societal frames, including the countryside (urban-rural linkages), transnational migration networks, and globalising trade. By taking a comparative perspective (including examples from Western and so-called 'developing' countries), the course surveys the social and cultural diversity in perspectives and practices of city dwellers/urban actors, and discusses different research approaches and traditions to study these meaningfully. During the course, students gain insight into and develop an understanding of: - Diversity and variety of city life in a comparative perspective, - Today's social problems and issues associated with cities, - The embedding of cities in broader socio-economic and cultural frames, - Research methods to study city life (fieldwork).

900382SSC/SCI: Medical Anthropology

Discipline	SSC, SCI
Theme	Social Systems
Track	Health, Anthropology
Prerequisites	900181SSC Classical and Modern Anthropological Thought OR 900112SCI/SSC Health and Well-being Theme Course

This course is an introduction to the growing field of medical anthropology. Medical anthropology has been recognized as an essential part of many international aid programmes and health promotion strategies. At a time of major global health problems – such as AIDS, tuberculosis, malaria and malnutrition, as well as the social problems linked to poverty, urbanization and overpopulation – a global, cross-cultural perspective is increasingly necessary. Students learn what role medical anthropology can play in understanding health problems in a variety of cultural settings, and how to prevent and deal with them. Topics discussed may include the development and history of the central theories in medical anthropology, the social and cultural construction of illness and disease, the body, medical institutions and healthcare, pain, and stress. Students will learn advanced topics on various schools of qualitative and participatory research, linking research with interventions and advocacy.

900383SSC/HUM: Digital Anthropology

Discipline	SSC, HUM
Theme	ICC, Social Systems
Track	Culture, Anthropology
Prerequisites	900181SSC Classical and Modern Anthropological Thought.

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900389SSC/SCI: Urban Environment Lab

Discipline	SSC, SCI
Theme	ECS, Social Systems
Track	Earth Environ., Economics
Prerequisites	900221ACC Basic Research Methods and Statistics II OR 900222SSC/SCI Risk Management OR 900226SSC The Sustainable City OR 900181SCI/SSC Introduction to Environmental Sciences OR 900381SCI/SSC Introduction to GIS OR

This course focuses on the science and social science of urban environment planning. An evidence-based approach to the problem of climate change and spatial planning will be the focus of this year's lab. More specifically, we will explore the urban heat island effect in Amsterdam. Students will personally try to measure this effect, statistically link obtained local temperature measurements to environmental characteristics and assess potential future changes in urban temperatures in Amsterdam based on socio-economic and climate scenarios. Following this assessment solution strategies will be proposed to limit local temperature increases. Finally an attempt is made to evaluate the effectiveness of these strategies.

900390HUM: Capstone Fieldwork Clinic

Discipline	SSC, SCI, HUM, ACC
Theme	n/a
Track	n/a
Prerequisites	-

Depends on the capstone.

900391SSC/HUM/SCI: Theme course: Games and Learning

Discipline	SSC, SCI, HUM
Theme	ICC
Track	Theme
Prerequisites	Any 100-level theme course (Limited to third year students.)

This course will focus on what we can learn from psychology and social interaction research to inform the design of games and agent behaviours in games. Topics covered will include: - Theories of learning and instruction - The role of games in education - Different types of educational games - Design of educational games - Research and evaluation of educational games Students will evaluate behaviours that emerge in gaming and playful environments, and come to understand what factors influence this behaviour. Students will also have the opportunity to design a game, offering them the opportunity to evaluate theories in practice.

900393SSC/SCI: Brain and Mind (for SSC students)

Discipline	SSC, SCI
Theme	ICC, Health and Well-being
Track	Health, Cognition
Prerequisites	900292SSC Cognitive Psychology

The goal of this course is to deepen understanding of the neurobiology of the mind and the aetiology of mental disorders. Students will be encouraged to critically analyse the impact of neurobiology and (psychiatric) brain disorders on society. To most of us, the mind constitutes as the very essence of our identity. However, where to draw the line between normal and abnormal, well and ill, an eccentric personality and a schizotypic one, an active, creative fast-thinking personality and ADHD? This course will explore the neurobiology of the mind. First, students will be provided with a concise overview of the structure and function of the human brain and will be introduced to the basics of neural communication (electrical signalling and synaptic transmission). Next, the focus will be on key concepts in cognitive neuroscience such as perception, memory, attention, emotion and consciousness. A selection of relevant topics will be covered in depth (partly by students' presentations); possibilities include: altered states of consciousness, neurobiology of attraction and partner selection, creativity and mental illness, the gendered brain, the moral brain, free will, empathy and mirror neurons, cultural context of mental illness, intelligence, neurobiology of belief, superstition and religion, neuro-economics neuro-marketing, brain-machine interfaces, cognitive enhancers, mind control (this list is by no means exhaustive). An important focus of this course is the aetiology of mental disorders, such as ADHD, depression, addiction, autism and schizophrenia, with special attention for the nature-nurture discussion. Students will be challenged to critically reflect on the boundaries between normality and abnormality and the implications for society.

900395SSC: The Empathic Brain

Discipline	SSC
Theme	Social Systems
Track	Cognition
Prerequisites	900192SSC Psychology. Brain and mind is strongly recommended

According to biologists humans are empathic animals. The human brain has a variety of systems enabling a wide range of empathic responses ranging from wired-in reflex-like mimicry when perceiving someone else's pain to understanding fellow humans, their feelings and views of the world. Narrative is the cultural tool for exercising empathy. Narratives run simulations not on computers but on human brains. We discuss how movies act as simulations of fictional worlds where viewers act out empathy. Viewers socially share empathic experiences in social media discourses. Thus individual empathic emotions act as contributions to the construction of culturally rooted scripts and meanings.