

## Overview course descriptions SES 2025

### Contents

Block 1 .....	2
ART2003 – Dutch Art History .....	2
BUS3005 - Entrepreneurship, it's all about creating value .....	4
BUS3014 - Business Strategy in the European Luxury Industry .....	6
PNE2003– Psychology in Our World .....	8
POL3004 – Law and Politics, Current Topics in the European Union .....	10
DMX2001 - Digital Mental Health .....	12
ICC2001 - Intercultural Communication .....	14
PHI2003 - Intercultural Philosophy and Communication.....	16
HIS2002 – Global Power Dynamics .....	19
Block 2 .....	21
BUS2001- Leadership and Management in a Global World.....	21
BUS3002 - Economics of European Integration - Challenges, policies & practices in the European business environment .....	23
POS2002 - Positive Psychology .....	25
PNE2004– Psychology in Our World .....	27
EVO2001 - Evolutionary Psychology .....	29
ART2004 – Dutch Art History .....	31
SUS2001 – Sustainable Development.....	33
POL2005 – The European Welfare State.....	35
MST2001 - Global Journalism: Searching for Truth in the Age of Fake News .....	38

## Block 1

### ART2003 – Dutch Art History

#### Coordinator

Erlend de Groot

The course is about Dutch art – with an emphasis on painting. Ever since the Middle Ages the Netherlands has played a pivotal role in the history of European art and culture. Dutch and Flemish artists were the first to use oil paints, the first to visually document the lives and cultures of ordinary people, and the first to produce art for a free market. Painters such as Van Eyck, Brueghel, Bosch, Rubens, Vermeer, Rembrandt, Van Gogh and Mondriaan are counted among the great masters of history. Their art embodies qualities that are believed to be typical for the country, such as a devotion to truthfulness, attention to detail, and love of textures. But there were many more artists whose works are still considered among the most important in history – if only because they were the first to notice the mundane things nobody else had paid attention to, such as the beauty of a still-life or the wonders of a cloudy sky. From the late Middle Ages through the Renaissance and the Baroque to the modern era, Dutch artists have tried to come to terms with ever-changing principles and conceptions regarding the world around them and have been constantly improving techniques to visualize it. The results of their efforts are the subject of this course.

The course will mostly follow a chronological order. In the first lecture the (religious) significance of art in the Middle Ages, the Renaissance and the Baroque will be introduced. In the following lectures you will be given an overview of the development of Dutch art from the Middle Ages to the modern era.

The course may include field trips to various museums in Amsterdam, the Hague or Arnhem to view the original works.

This course consists of 32 class hours divided over 3 weeks. Students earn 6 ECTS credits when they obtain a passing grade.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

#### Goals

By the end of the course students will demonstrate the ability to:

*Learning objectives* ▪ Identify and apply (some of) the key concepts in Art History ▪ Recognise the development of art from the Middle Ages to the present ▪ Understand the possible cultural ideas and ideals behind works of art ▪ Understand the significance of art in history ▪ Have a basic idea of the main discussions within Dutch art history

*Skill development* ▪ Write and talk about art in a clear and comprehensible manner ▪ Reconstruct the original context and significance of works of art ▪ Have a (more) professional view on art as a whole

**Instruction language**

EN

**Prerequisites**

None. A minimum of 8 students is required for the class to take place.

**Recommend literature**

Students will receive an extensive reader with electronic articles via the Student portal.

**Teaching methods**

▪ Assignments ▪ Lectures ▪ Presentations ▪ Working Visits

**Assessment methods**

▪ Attendance ▪ Presentation ▪ Written exam ▪ Final paper ▪ Participation

**Keywords**

Architecture, Art, Christianity, Cultural exchange, Culture, Golden Age, History, iconography, Middle Ages, Modern Art, painting, Renaissance, sculpture, stylistic development

## **BUS3005 - Entrepreneurship, it's all about creating value**

### **Coordinator**

M. Bertrand

Today countless innovative business models are emerging. Entirely new industries are forming as old ones crumble. Upstarts are challenging the old guard, some of whom are struggling feverishly to reinvent themselves. How do you imagine your organization's business model might look two, five, or ten years from now? Will you be among the dominant players? Will you face competitors brandishing formidable new business models? Which trends can make your business more challenging? Or, which trends do you miss right now? And how to deal with social media and the connection towards the consumer segments?

The scale and speed at which innovative business models are transforming industry landscapes today is unprecedented. For entrepreneurs, executives, consultants, and academics, it is high time to understand the impact of this extraordinary evolution. Now is the time to understand and to methodically address the challenge of business model innovation. Ultimately, business model innovation is about creating value, for companies, customers, and society. It is about replacing outdated models.

But how can we systematically invent, design, and implement these powerful new business models? How can we question, challenge, and transform old, outmoded ones? How can we turn visionary ideas into game-changing business models that challenge the establishment—or rejuvenate it if we ourselves are the incumbents? Can we keep up with changes and how to make sure companies follow their strategies for longer than one year?

In this course we will look in to these issues, guided by Alexander Osterwalder's book *Business Model Generation*. It will be an interactive course which there isn't one right answer. However, this course will give you tools how you can (or must) rewrite your business model by breaking down patterns and routines. To do so we also take a look at some trends, especially the arise of Corporate Social Responsibility (or Social Entrepreneurship). What is Corporate Social Responsibility (CSR) and what are the implications of companies want to implement it? In particular: does CSR effect business results? How can CSR help businesses to create, deliver and capture value?

This course consists of 32 class hours divided over 3 weeks. Students earn 6 ECTS credits when they obtain a passing grade.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

### **Goals**

The learning goals are:

- Defining the current business model
- Understanding how to create, deliver and capture value

- Creating new business models for current businesses
- Understanding the impact of social media in business models
- Understanding Corporate Social Responsibility
- Understanding the impact of Corporate Social Responsibility as a strategy to increase value for an organization

**Instruction language**

EN

**Prerequisites**

Knowledge of entrepreneurship (intrapreneurship) and/or organizational strategy is desirable. The participants must meet the following conditions: current student at an university and/or graduated from an university and/or executives and/or entrepreneurs (start-ups as well as SME's). A minimum of 8 students is required for the class to take place.

**Recommended literature**

E-book: Business Model Generation by Alexander Osterwalder

E-book: The Sustainable Business by Jonathan Scott

Note: in this course, students buy their own e-books.

**Teaching methods**

▪ Assignments ▪ Lectures ▪ Presentations

**Assessment methods**

▪ Final paper ▪ Presentation ▪ Participation

**Keywords**

Creating value, Entrepreneurship, Business Model, Corporate Social Responsibility, Osterwalder, Scott

## **BUS3014 - Business Strategy in the European Luxury Industry**

### **Coordinator**

Dr. Lorynn Divita

A focused study of the European luxury industry with emphasis on current and developing trends and issues. Topics covered include business strategy, marketing, retailing, management, branding, and public relations of luxury companies in the fashion, food and beverage and automobile sectors. Through reading, analysing current case studies of real-life companies, discussion, viewing media, luxury retail professional visits in Maastricht and a possible Amsterdam trip, students will learn how the luxury industry maintains its aspirational image with consumers even as it sells entry-level products such as sunglasses and accessories to a mainstream audience.

This 32 hour, three-week course incorporates in-class lectures, discussion, watching documentaries, collaborative problem solving of case studies and oral presentations on the subject of the luxury industry. Outside of class, students will spend their time on completing assigned readings, working on additional case studies, visiting local Maastricht luxury retailers and participating in a possible field trip to Amsterdam.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

### **Goals**

Upon completion of this course, students should be able to:

- Conduct self-directed learning including locating, reading, interpreting and synthesizing information;
- Analyze current trends and issues influencing the European luxury industry;
- Practice problem solving and application of theory to management and branding challenges that occur in luxury companies;
- Identify the ethical issues related to the luxury industry, including sustainability and working conditions;
- Examine luxury's role in popular culture, including its depiction in music, movies and television and the impact of the industry's image on consumerism.
- Determine positive leadership characteristics of luxury industry professionals in the workplace.

### **Instruction language**

EN

### **Prerequisites**

This course is appropriate for students in the early stages of their academic education with a basic understanding of introductory business concepts such as the product, place, promotion and price aspects of marketing. Having previously taken an introductory business class is recommended but not necessarily required. This class is intended for business

majors of all kinds including marketing, management, business administration, advertising and public relations.

A minimum number of 8 students is required for the course to take place.

### **Recommend literature**

#### Book

- 1) Rambourg, E. (2020). *Future luxe: What's ahead for the business of luxury*. Vancouver, Canada: Figure.1 Publishing.

#### Sample Articles

- 1) Winston, A. (2017, January 10). An Inside View of How LVMH Makes Luxury More Sustainable. *Harvard Business Review*.
- 2) Fontana, R., Girod, S.J.G. & Kralik, M. (2019, May 24). How Luxury Brands Can Beat Counterfeiters. *Harvard Business Review*.

#### Case Topics

Students will analyse cases involving real luxury companies to utilize their problem-solving ability when faces with situations similar to those they may encounter in their future careers. Topics covered in case studies include business strategy, branding, appealing to a target market, diversification and online marketing

#### Sample Films

- 1) *Dior and I*. (2014). CIM Productions.
- 2) *Valentino: The Last Emperor*. (2008). Acolyte Films.

#### Professional Visits

- Students will visit local Maastricht luxury retailers and attend a possible field trip to Amsterdam.

### **Teaching methods**

- PBL / Lectures / Presentations / Research / Work in subgroups/ Working Visits

### **Assessment methods**

- Assignment / Attendance / Participation / Presentation

### **Keywords**

Luxury industry; European business; case studies; branding; marketing; management; retailing; public relations; fashion; food and beverage; automobiles.

## **PNE2003– Psychology in Our World**

### **Coordinator**

Dr. Tamara Hodges

In the field of social psychology, we study the effects of the real or imagined presence of others on the thoughts, feelings, and behaviors of individuals. The questions asked in social psychology have to do with our daily lives in the social world, and often seek to find answers to social mysteries. Power, personalities, attraction, stress, families, the act of winning and the experience of losing, all exert profound, but often undetected, effects on both people's individual lives and how we interact with others. These phenomena, and the culture in which they are embedded, affect our psyches, our professions, and our choices. Questions beg for answers in social psychology such as, "Why would a person, that is considered 'at the top,' make a decision that threatens that position by a choice that is more than risky?" "Why does someone get out of one unhealthy relationship and then make a choice to get into different unhealthy relationships?" "Do the ends justify the means?" Greed, altruism, narcissism, and deception surround us in life, what are their origins? Does nature or nurture influence us more in who we are and what we chose? In this course, we will seek to find answers to these questions and many others by studying the major perspectives of social psychology.

This course draws from a range of theoretical, clinical, and methodological approaches to explore several key questions: Where does the drive to pursue and persevere originate? Do we control our choices, and what is the theory behind decision-making? Is change something that lies within us and why is it so hard to make necessary changes? How does psychology play a part in our habits, the choice of partners, in our professional careers? , We will analyze and discuss both the scholarly ramifications of these ideas and also how to understand them in our lives and society more broadly.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

### **Goals**

This course will examine the unconscious patterns that drive human behavior and our choices. Through reading the text, books and articles, through lectures, discussions, class presentations, debates, case studies, multimedia, and a field trip, students will study how psychology impacts most aspects of who they are and what choices they make.

### **Instruction language**

EN

### **Prerequisites**

Introductory psychology course. Interested students who miss this requirement are encouraged to contact CES. A minimum of 8 students is required for the class to take place.

### **Required text**



Text: Aronson, E., Wilson, T.D., Akert, R., & Sommers, S., (2015). *Social Psychology* (9<sup>th</sup> Edition) Prentice Hall

**Teaching methods**

▪ Assignments ▪ Lectures ▪ Papers ▪ PBL ▪ Presentations ▪ Research ▪ Work in subgroups

**Assessment methods**

▪ Assignment ▪ Attendance ▪ Final paper ▪ Participation ▪ Presentation ▪ Written exam

**Keywords**

▪ Habits ▪ Choice Theory ▪ Relationships ▪ Stress ▪ Attitude Change ▪ Decision Making ▪ Conformity ▪ Social Influence ▪ Interpersonal Attraction ▪ Motivation ▪ Emotions ▪ Persuasion ▪ Resilience

## **POL3004 – Law and Politics, Current Topics in the European Union**

### **Coordinator**

Stelios Charitakis

This course is targeted at students particularly interested in exploring the history and development of European integration. In an ever globalising world increasing interaction between states is becoming more and more important. The European Union is unique in that regard and provides an interesting topic of study for anyone interested in gaining more understanding in the ways in which European states interact politically, economically and culturally.

Within that context, students are introduced to the history and politics of the integration process, the main EU institutions and institutional processes, the nature and effect of the law of the European Union, and some of the most prominent policies of the European Union today.

More specifically, the course addresses a number of different topics starting with the history of European integration, followed by an examination of the composition, role and powers of the institutions in the European Union. Secondly, the course takes a closer look at the law of the European Union addressing issues such as the main areas of competence of the European Union, the decision-making process and the unique status of EU law within the legal systems of the Member States. In addition, some of the main policy areas of the European Union will also be examined. The course may include a field trip.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

### **Goals**

By the end of the course students will have in depth knowledge of:

- History of European integration and possible outcomes
- the institutions of the European Union (including the Commission, Council, European Council, European Parliament and the Court of Justice of the European Union)
- the decision-making process of the European Union
- the competences of the European Union
- the nature and effect of the law of the European Union
- the European economic and monetary Union
- the internal market

### **Instruction language**

EN

### **Prerequisites**

This course is aimed at students majoring in Law, Political Science, and International Relations, but open to other interested students who are able to demonstrate they meet the prerequisites. The prerequisites for participation are an introductory course in law, political science or international relations. Students should have a fundamental understanding of democratic norms, the rule of law and the functioning of state governments. Students should also have a basic understanding of the European Union as a supranational organisation, its institutions and main areas of competence. Pre-readings are available for interested students who meet the prerequisites but lack a basic understanding of the EU. In addition, students should have a good command of the English language (active and passive). A minimum of 8 students is required for the course to take place.

**Recommended literature**

The course will use one main text book (t.b.a.) and a collection of other materials such as treaties, case law, EU documents and academic articles.

Students receive their text books on loan from CES for a €30 deposit. Other materials will be provided electronically via the student portal.

**Teaching methods**

▪ Assignments ▪ Lectures ▪ Presentations ▪ Research ▪ Work in subgroups

**Assessment methods**

Attendance ▪ Participation ▪ Presentation ▪ Assignment ▪ Written exam.

**Keywords**

European Union; EU Law; history and development of European integration; composition, role and powers of the EU institutions; Internal Market.

## **DMX2001 - Digital Mental Health**

### **Coordinator**

Bettina Moltrecht, PhD

In this course, students will explore the fascinating new field of digital mental health, which combines theories and methodologies from psychology and human-computer interaction science. The course will start with a general introduction on how technology has and can be used in the prevention, treatment, and support of common mental health problems (e.g., depression and anxiety). The comprehensive problem-based learning approach will allow students to develop a basic understanding of the causes and symptoms of common mental health problems, and explore the active ingredients of traditional (e.g., cognitive behaviour therapy) and digital interventions.

Alongside, students will learn about the different methods used across the two disciplines to design, develop, and evaluate digital mental health interventions and programs. There will be many opportunities for students to practice and get hands-on experience in applying cross-disciplinary methods. Students will take part in co-design workshops, introductory sessions on systematic literature reviews and will develop and pitch their own (non-digital) prototypes and intervention ideas.

Towards the end of the course, students are encouraged to think critically about current challenges in the field, including the ethical and moral implications of digital applications, and the future of digital mental health.

This course consists of 32 class hours divided over 3 weeks. Students earn 6 ECTS credits when they obtain a passing grade.

### **Goals**

- Students will familiarise themselves with the evidence-base and scientific literature around digital mental health
- Have a basic understanding of symptom presentation of common mental health problems
- Reflect and think critically about the implications of using technology to treat and prevent mental health problems
- Learn and practice the application of co-design methods
- Create their own logic model to inform their intervention prototype
- Design, develop, test and pitch their own intervention prototype

### **Instruction language**

EN

### **Prerequisites**

Some background in psychology or relevant field. Some knowledge in designing research studies is helpful.

### **Recommend literature**

The course will draw primarily on scientific literature around digital mental health published in peer-reviewed journals.

**Book:**

Potenza, Marc N., Kyle A. Faust, and David Faust (eds), *The Oxford Handbook of Digital Technologies and Mental Health* (2020; online edn, Oxford Academic, 8 Oct. 2020), <https://doi.org/10.1093/oxfordhb/9780190218058.001.0001>

**Example articles:**

Grossard, C., Grynspan, O., Serret, S., Jouen, A. L., Bailly, K., & Cohen, D. (2017). Serious games to teach social interactions and emotions to individuals with autism spectrum disorders (ASD). *Computers and Education*, 113, 195–211. <https://doi.org/10.1016/j.compedu.2017.05.002>

Doherty, G., Coyle, D., & Sharry, J. (2012). Engagement with online mental health interventions: An exploratory clinical study of a treatment for depression. *Conference on Human Factors in Computing Systems*, 1421–1430. <https://doi.org/10.1145/2207676.2208602>

Orlowski, S. K., Lawn, S., Venning, A., Winsall, M., Jones, G. M., Wyld, K., Damarell, R. A., Antezana, G., Schrader, G., Smith, D., Collin, P., & Bidargaddi, N. (2015). Participatory Research as One Piece of the Puzzle: A Systematic Review of Consumer Involvement in Design of Technology-Based Youth Mental Health and Well-Being Interventions. *JMIR Human Factors*, 2(2), e12. <https://doi.org/10.2196/humanfactors.4361>

Grist, R., Croker, A., Denne, M., & Stallard, P. (2019). Technology Delivered Interventions for Depression and Anxiety in Children and Adolescents: A Systematic Review and Meta-analysis. *Clinical Child and Family Psychology Review*, 22(2), 147–171. <https://doi.org/10.1007/s10567-018-0271-8>

Vaidyam, A. N., Wisniewski, H., Halamka, J. D., Kashavan, M. S., & Torous, J. B. (2019). Chatbots and conversational agents in mental health: a review of the psychiatric landscape. *The Canadian Journal of Psychiatry*, 64(7), 456-464.

Larsen, M. E., Huckvale, K., Nicholas, J., Torous, J., Birrell, L., Li, E., & Reda, B. (2019). Using science to sell apps: evaluation of mental health app store quality claims. *NPJ digital medicine*, 2(1), 1-6.

### **Teaching methods**

▪ Assignments ▪ Lectures ▪ PBL ▪ Presentations ▪ Work in subgroups ▪

### **Assessment methods**

▪ Assignment ▪ Final paper ▪ Participation ▪ Presentation ▪

### **Keywords**

Digital Mental Health, Psych

## **ICC2001 - Intercultural Communication**

### **Coordinator**

Sophie Limbos

Intercultural communication skills are crucial in today's every changing world. As we encounter the challenges of globalized business and rapid cross cultural communication in our daily lives, these skills will enable us to maximize exchanges in a global setting and address diversity from an intercultural perspective. In order to ensure personal and professional successes, it is essential that we endeavor to study models in intercultural communication theory. Furthermore, to develop the skills to translate this knowledge into practical application relevant to education, business, training and research will give us the competitive edge in the global marketplace.

The course, *ICC2001 Intercultural Communication*, provides a fundamental introduction to Intercultural Communication. We will examine the following key concepts: culture, race, gender, ethnicity, stereotypes, values, expectations and assumptions. By focusing on applied outcomes of intercultural communication theory, the course leads students to acquire intercultural competences for their professional and personal life. Students will learn interpretative strategies in intercultural communication concepts that allow them to become culturally intelligent. They will acquire tools that will enable them to avoid attribution errors when communicating across cultures. Students will participate in interactive exercises to practice their intercultural competences.

A field trip in the local area will also be a part of the course.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

### **Goals**

Students will:

- Identify and examine the rationale for intercultural communication
- Examine and analyse intercultural communication models
- Expand range of communication nonverbally and verbally
- Develop effective communication strategies to become culturally intelligent
- Develop and sustain a high level of Intercultural awareness and intercultural competence

### **Instruction language**

EN

### **Prerequisites**

None. A minimum of 8 students is required for this class to take place.

### **Recommended Literature**

Readings and cases will be provided by the instructor for problem based small group exercises. In addition, the following books are recommend.

1. The Silent Language, Edward T. Hall (1973)
2. Riding the Waves of Culture: Understanding Diversity in Global Business, Fons Trompenaars & Charles Hampden Turner, 3<sup>rd</sup> edition (2011)

CES students receive their books on loan from CES. Students participating in the Maastricht Summerschool (MSS) can either borrow the text books from CES, the University Library or buy them.

**Teaching methods:**

▪ Assignments ▪ Lectures ▪ Co-creation of knowledge ▪ Presentations ▪ Skills ▪ Work in subgroups ▪ Museum Visit

**Assessment methods:**

▪ Assignments ▪ Attendance ▪ Participation ▪ Presentation ▪ Written Exam

**Keywords**

Attribution, Communication and Culture, Cultural Intelligence, Diversity, Globalization  
Intercultural Management, Perception, Self-Reference Criterion

## **PHI2003 - Intercultural Philosophy and Communication**

### **Coordinator**

H.M.S. Timmermans

Quite a few western universities nowadays are interested in giving courses in 'world civilizations'. Most of these courses want to describe and analyse the different cultures of the globe, especially the eastern ones, by looking at their anthropological, sociological, political, historical and/or aesthetic characteristics. As such they intend to offer a clear-cut picture of the civilizations in question without having the objective to evaluate them from a different, read 'outside', point of view.

A more evaluative approach comes forward when, in courses of Intercultural Communication, the difficulty of communication between different cultures will be discussed: then it becomes clear that often communication will be frustrated by obstacles that find their causes in cultural aspects. Even at a very superficial level communication between civilizations can become disturbed and quite ineffective, due to cultural peculiarities that form the background of every possible act of communication. Most of these courses confine their attention to this 'every day aspect' of the phenomenon: they study, from an anthropological and/or sociological position, the well known problems that participants meet when they are engaged in the process of communication with partners who are of a culturally different origin.

It is interesting though to go further than that. If one assumes that acts of communication are intrinsically related to a specific culture, then it is important to probe deeper than the superficial level and to find out if and how at a more 'intellectual' layer a civilization's philosophical mindset is responsible for the organization of its communication. As such there is clearly a philosophical perspective in the study of intercultural communication and this insight becomes even more urgent if one reflects on the philosophical question regarding the sheer possibility of having any intercultural communication at all! Furthermore and on the basis of the foregoing is it possible to comprehend intercultural communication as in essence a manifestation of intercultural philosophy and the other way round. In every piece of communication between cultures there will be a meeting of different philosophies and when culturally dissimilar philosophies get together there can or even must be an appearance of communication.

The aim then of this course is to discuss the intercultural relation between philosophy and communication. It has the form of a two-sided programme that reflects the observation that, in the intercultural context, communication and philosophy are in fact two sides of the same coin.

The first side approaches the phenomenon of communication between cultures from a philosophical point of view. Not only the possibility and appearance of communication between civilizations will be debated but also, depending on their relevance for the discussion of the topic, the typical philosophical mindsets and attitudes of the different cultures will be addressed.

The second side relates this all to the question of how to understand, describe and evaluate the meeting between world philosophies as a phenomenon of intercultural communication.



The general framework of the discussion will be delivered by some classical models that were developed within the Theory of Communication. They function as tools that enable one to understand why and how culturally dissimilar philosophies can influence the process of intercultural communication and why and how the form and appearance of this kind of communication can or should be regarded as a kind of intercultural philosophy itself.

This course consists of 32 class hours divided over 3 weeks.

Disclaimer: trips and visits related to the course are conditional. E.g. Dutch travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed trip or visit cannot continue due to circumstances, alternatives may be organized.

### **Course objectives**

By the end of the course, students will have gained knowledge of the following topics:

1. Three classic models of communication.
2. The most important characteristics of Chinese (and Japanese), Indian and western (including Islamic) philosophical traditions.
3. The most significant interpretations of the philosophical notions of 'the good', 'the individual', 'truth', 'beauty' and 'reality' in them.
4. The programme of 'Intercultural Philosophy and Communication': its two-sided structure, motivation, parameters and conditions.

By the end of the course, students will be able to:

1. Make clear how 'Intercultural Communication' is shaped and conditioned by philosophical aspects and how 'Intercultural Philosophy' can or should be regarded as a particular manifestation of communication.
2. Make clear why then 'Intercultural Philosophy' and 'Intercultural Communication' are in essence two sides of the same coin.
3. Demonstrate how principles of 'Intercultural Philosophy and Communication' can be applied to describe, analyse, understand and evaluate those cases in which the communication between cultures is involved.

### **Instruction language**

EN

### **Prerequisites**

None

### **Recommend literature**

The main literature for this course consists of two books and a reader:

1. Asian Philosophies, John M. Koller, ISBN 13:978-0-205-16898-9
2. A Sourcebook in Asian Philosophy, John M. Koller and Patricia Koller, ISBN 0 02 365811 8

CES students receive their books on loan from CES.

**Teaching methods –**

- Lectures • Class readings – Class discussions

**Assessment methods –**

- Attendance • Portfolio - Final paper

**Keywords –**

Comparative philosophy and communication, Intercultural philosophy and thought

## **HIS2002 – Global Power Dynamics**

### **Coordinator**

Dr. David A. Smith

### **Description**

How do the most powerful countries in the world get along? How do they balance their own interests with the general desirability for the world to be a stable and peaceful place? Why do some nations fall out of the ranks of the Great Powers and others join?

This class will introduce students to the system by which powerful countries in the world have related to each other over the past 400 years. We will trace the centuries-old but still vital concept of global "Great Powers" and track how, through time, Great Powers have interacted with one another in war and peace.

This course consists of 32 class hours divided over 3 weeks. Students earn 6 ECTS credits when they obtain a passing grade. The course may include a field trip.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

### **Goals**

The aim of this course is to give students an understanding of how major world powers have managed their relationships and competing interests while crafting a stable system that allows them to pursue their own goals. We will investigate aspects of cooperation and competition as they manifest in military, economic, and cultural means and see how these fields have shaped the global order and how economics, technology, and culture have influenced the interaction.

Upon successful completion of this course, students will be able to...

- ...explain the origins and evolution of the Great Power System.
- ...understand what constitutes a "great power" and see how these countries have interacted with one another over the centuries throughout the spectrum of war and peace.
- ...be able to explain why and how over time countries move into and out of "great power" status and how the individual interests of Great Powers influence the way the system works.
- ...understand the differences between universalist aspirations and state equality.
- ...understand concepts of "soft power," economic power, and diplomacy as these relate to ongoing competition between the Great Powers and how those Powers in turn relate to the rest of the world.

### **Instruction language**

English

### **Prerequisites**

Students should have a general interest in and basic knowledge of global world history and politics.

A minimum number of 8 students is required for the course to take place.

### **Recommend literature**

Kissinger, Henry. *World Order* (New York: Penguin Books, 2015), ISBN 978-014327710, paperback

Wright, Thomas. "The Return to a Great Power System was Inevitable," *Atlantic*, September, 2018.

Shih-yueh Yang. "Power Transition, Balance of Power, and the Rise of China, A Theoretical Reflection about Rising Great Powers," *China Review*, vol. 13, no. 2, Fall 2013.

Schroeder, Paul. "The 'Balance of Power' in Europe, 1815-1871," *Naval War College Review*, vol., 27, no. 5, March-April, 1975.

### **Teaching methods**

The structure of this course will be chronologic and thematic, covering the years roughly from 1600 to the present.

The teaching methods involved in this course will include student centered learning through open group discussions, student research and presentations, and classroom debates. There will also be lectures to provide context for the material.

▪ Assignments ▪ Lectures ▪ Papers ▪ Presentations ▪ Research ▪ Work in subgroups ▪ Working Visits

### **Assessment methods**

▪ Assignment ▪ Attendance ▪ Final paper ▪ Participation ▪ Presentation ▪ Written exam

### **Keywords**

History ▪ World History ▪ Diplomacy ▪ International Relations ▪ War and Peace ▪ Globalization ▪ Economics ▪ Global Powers ▪ International Organizations

## Block 2

### **BUS2001- Leadership and Management in a Global World**

#### **Coordinator**

Kees van den Hombergh

The course is about leadership, strategy and change in a global context. It confronts students with strategic issues of today with the aim to improve leadership skills to deal with these issues in a more effective and creative way.

Organizations and companies are confronted with strategic issues such as increasing speed of innovation, cultural diversity, need for differentiation, increasing competition, rising energy costs and stricter regulations on CO2 emissions, etc. These issues are not isolated. They are connected to a world of rapidly changing technological, political, economic, and environmental developments. Understanding the business logic at hand is important, but it is not enough.

If we want to create a better world for ourselves and our children, we should think more in terms of leadership and change.

We will introduce examples of leadership that changed the rules of the game, such as Ellen MacArthur's ambition to change the world towards a circular economy, by building a framework for an economy that is restorative and regenerative by design. And Jamie Oliver, the British Chef who tried to change the food culture in the USA through his TV-show the Food Revolution.

We think that this type of leadership is not about charisma or personal characteristics, but about personal dedication to a goal or vision far beyond personal interests. This type of leadership is embedded 'in context'. This implies that leadership is not a personal characteristic but a part of a relationship among people in a community, where qualities like trust, playfulness, and creativity are involved.

The case studies form an input to reflect on personal leadership issues. Students are invited to share and discuss their personal sources of inspirations.

This course consists of 32 class hours divided over 3 weeks. Students earn 6 ECTS credits when they obtain a passing grade. This course includes a field trip.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

#### **Goals**

By the end of this course students are able to:

- Understand what leadership means in one's personal life and in business.
- Describe and discuss leadership as a 'sensitizing concept'; related to different leadership theories

- Show and explain that leadership is not a phenomenon in itself, but always 'in context'
- Explain why leadership is an often missing, but necessary element in business practice and is strongly related to strategy and change management
- Integrate leadership issues in business case studies dealing with strategy and change in industries and business companies;
- Contribute to leadership issues (business and/or personal related) as presented and discussed in class
- Understand that leadership is part of a relationship between people in a group context where feelings of fear and trust play a role
- Become aware of the role of ethics in business
- Participate in dialogues in order to investigate problems with an open mind
- Connect leadership with personal awareness and growth;
- Speak in public about personal issues and relate these issues to personal contexts like 'comfort zone', 'learning or stretching zone' and/or 'panic zone'.

**Instruction language**

EN

**Prerequisites**

Interest in organizational strategy, change, psychology and global developments.

A minimum of 8 students is required for the class to take place.

**Recommended literature**

In this course we will use two handbooks on leadership:

- Haslam, Reicher and Platow (2011) *The New Psychology of Leadership: Identity, influence and power*
- Stephen R. Covey (2004) *The 7 habits of highly effective people*

Students receive their books on loan from CES.

Next to these books we will use additional materials, such as articles, case studies, and internet sources. The articles will elaborate on industry and company issues and provide a context for applying the leadership concepts from the books.

**Teaching methods**

▪ Lectures ▪ Presentations ▪ Working visit ▪ Skills

**Assessment methods**

▪ Attendance ▪ Participation ▪ Presentation ▪ Final paper ▪ Take home exam

**Keywords**

Leadership, Management, Strategy, Change, Global integration, Globalization.

## **BUS3002 - Economics of European Integration - Challenges, policies & practices in the European business environment**

### **Coordinator**

M. Heckman

The European Union started in 1951 as an attempt to prevent a new World-war in Europe. No other region has displayed similar willingness to give up important parts of national sovereignty in pursuit of a stronger global competitive positioning. The European Union keeps pressuring the integration-process at a pace which is too fast for some and too slow for others. This integration has a direct impact on the daily lives of all citizens in Europe.

The course discusses the key economic policy areas of the European Union and offers an analysis of the different approaches to regional economic integration throughout the history of the European Union. The course analyses the economic bases for the rise of the European Union from its origins in the post-World war II recovery to its historic enlargements in 2004 and 2007. The accession of the new Central and Eastern European Member-States (most recently Croatia in 2013) and Brexit, pose new challenges for the EU. Since Europe accounts for one-quarter of the global economy, half of the global trade and a substantial part of worlds capital markets, this course also looks at the impact of the European Union on other trading blocks like NAFTA. Competitiveness is the key word for globalisation and the course will focus on different forms of market-integration used inside the EU and will discuss consequences for both competition policy and industrial policy.

The theory of the economic integration process will be applied to a business setting, with a series of business cases illustrating how a variety of firms are responding strategically to the establishment of the Economic and Monetary Union, Brexit and the accession of new Member-States. Students are given advice and guidance on using case studies and how to evaluate the strategies choices made by firms. Special attention will be given to the present problems of the Euro crisis and corresponding consequences for national tax policies within the EU.

This course consists of 32 class hours divided over 3 weeks. Students earn 6 ECTS credits when they obtain a passing grade. The course may include a field trip.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

### **Goals**

By the end of the course students will demonstrate the ability to:

#### *Learning objectives*

- Understand the economic and political logic behind the EU integration
- Review the EU's legal system and main legal principles guiding the economic integration, and describe the legislative processes
- Understand the economic framework of the decision-making inside the EU
- Understand the various forms of market-integration in-depth
- Understand the choice and benefits of the Economic and Monetary Union-concept

*Skill development*

- Address the current challenges facing the EU, including the accession of new Member-States
- Apply their knowledge and skills in the area of business strategy to the issues facing firms operating in the European Union
- Evaluate the consequences of European economic integration and global competition at a firm level.

**Instruction language**

EN

**Prerequisites**

Understanding of basic micro- and macro economic principles. Preferably understanding of international economic relations. A minimum of 8 students is required for the class to take place.

**Recommended literature**

Students use the following book: *The Economics of European Integration*, by Richard Baldwin & Charles Wyplosz (Fifth edition) as well as a number of articles, case studies, EU treaties and relevant websites.

CES students receive their book on loan from CES. Students participating in the Maastricht Summerschool (MSS) can either borrow the text book from CES, the university library or buy it themselves.

**Teaching methods**

Lecture(s) ▪ Presentation(s) ▪ Group work

**Assessment methods**

Attendance ▪ Participation ▪ Written exam

**Keywords**

European Union, European history, European institutions, economic policies, EU law, economic integration, competition law, NAFTA, EU enlargement, EMU, taxation, Euro crisis, CAP



## **POS2002 - Positive Psychology**

### **Coordinator**

Elke Smeets

This course will provide you with valuable insights from the field of positive psychology to help you boost your resilience and lead a fulfilling and meaningful life. In three weeks, you will take a scientific and personal deep dive into topics like autonomy, self-compassion, meditation, mindfulness, happiness, character strengths, optimism, post-traumatic growth, and resilience.

According to Positive Psychologists, every individual has the potential to be the “captain of their own sailboat”. Every single individual has unique strengths and an innate ability to face difficult weather circumstances. In this course, we will unlock your character strengths and focus on helpful ways to support yourself in difficult times. We will cover the most important theories in Positive Psychology and you will be encouraged to go search for scientific literature to apply the topics we will cover to your specific areas of interest. Autonomy is key in this course, so you will be encouraged every step of the way to be your own best guide in exploring the field.

The 3 week online positive psychology course is a combination of lectures, experiential workshops, group meetings and self-study. In terms of assessment, you will be invited to write short blog posts about recent research findings and will develop your own positive psychology intervention which you will report in a final paper. The total duration of the course is 32 class hours (synchronous/asynchronous).

There will be ample room to gain hands-on experience with evidence-based positive psychological techniques ranging from simple journaling exercises to mindfulness meditation.

### *Positive Psychology*

Positive psychology was introduced by Martin Seligman around 2000 and can be viewed as a supplementary approach to clinical psychology. The positive psychological movement formulated three aims: (1) to focus on well-being and happiness instead of abnormal behaviour and psychopathology, (2) to be concerned with building positive qualities and strengths instead of repairing damage and (3) to prevent future problems instead of correcting past and present problems.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

### **Goals**

This programme is intended to familiarise students with the concepts and ideas of positive psychology; provide in depth knowledge on selected topics within the field; practice positive psychology techniques, blog about recent research findings and design a positive psychology intervention.

### **Instruction language**

EN

### **Prerequisites**

Some background in Psychology. Knowledge on designing a research study is helpful but not mandatory.

A minimum of 8 students is required for the class to take place.

### **Recommend literature**

Students are strongly encouraged to search for their own literature on the University's online library platform. If you are interested in buying a textbook, we recommend one of the following (please note that it is not mandatory to buy one of these books. The books below are suggested readings):

Positive Psychology: Theory, Research And Applications by Kate Hefferon & Ilona Boniwell (2011) ISBN-10: 0335241956 | ISBN-13: 978-0335241958

Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society by Stewart I. Donaldson, Mihaly Csikszentmihalyi, Jeanne Nakamura (2011) ISBN-10: 0415877822 | ISBN-13: 978-0415877824

Positive Psychology in Practice by P. Alex Linley, Stephen Joseph (2004) ISBN-10: 0471459062 | ISBN-13: 978-0471459064

### **Teaching methods**

▪ Assignments ▪ Lectures ▪ Papers ▪ PBL ▪ workshops ▪ Work in subgroups

### **Assessment methods**

▪ 3 blog posts on recent positive psychology research findings ▪ Final paper in which a positive psychology intervention will be designed and described.

### **Keywords**

▪ Positive Psychology ▪ Happiness ▪ Mindfulness ▪ Resilience ▪ Intervention techniques ▪ self-compassion ▪ Strengths

## **PNE2004– Psychology in Our World**

### **Coordinator**

Dr. Tamara Hodges

In the field of social psychology, we study the effects of the real or imagined presence of others on the thoughts, feelings, and behaviors of individuals. The questions asked in social psychology have to do with our daily lives in the social world, and often seek to find answers to social mysteries. Power, personalities, attraction, stress, families, the act of winning and the experience of losing, all exert profound, but often undetected, effects on both people's individual lives and how we interact with others. These phenomena, and the culture in which they are embedded, affect our psyches, our professions, and our choices. Questions beg for answers in social psychology such as, "Why would a person, that is considered 'at the top,' make a decision that threatens that position by a choice that is more than risky?" "Why does someone get out of one unhealthy relationship and then make a choice to get into different unhealthy relationships?" "Do the ends justify the means?" Greed, altruism, narcissism, and deception surround us in life, what are their origins? Does nature or nurture influence us more in who we are and what we chose? In this course, we will seek to find answers to these questions and many others by studying the major perspectives of social psychology.

This course draws from a range of theoretical, clinical, and methodological approaches to explore several key questions: Where does the drive to pursue and persevere originate? Do we control our choices, and what is the theory behind decision-making? Is change something that lies within us and why is it so hard to make necessary changes? How does psychology play a part in our habits, the choice of partners, in our professional careers? , We will analyze and discuss both the scholarly ramifications of these ideas and also how to understand them in our lives and society more broadly.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

### **Goals**

This course will examine the unconscious patterns that drive human behavior and our choices. Through reading the text, books and articles, through lectures, discussions, class presentations, debates, case studies, multimedia, and a field trip, students will study how psychology impacts most aspects of who they are and what choices they make.

### **Instruction language**

EN

### **Prerequisites**

Introductory psychology course. Interested students who miss this requirement are encouraged to contact CES. A minimum of 8 students is required for the class to take place.

### **Required text**

Text: Aronson, E., Wilson, T.D., Akert, R., & Sommers, S., (2015). *Social Psychology* (9<sup>th</sup> Edition) Prentice Hall

**Teaching methods**

• Assignments • Lectures • Papers • PBL • Presentations • Research • Work in subgroups

**Assessment methods**

• Assignment • Attendance • Final paper • Participation • Presentation • Written exam

**Keywords**

• Habits • Choice Theory • Relationships • Stress • Attitude Change • Decision Making • Conformity • Social Influence • Interpersonal Attraction • Motivation • Emotions • Persuasion • Resilience

## **EVO2001 - Evolutionary Psychology**

### **Coordinator**

Dr. Karlijn Massar

In this course, we will explore the ultimate influences on human mind and behaviour, that is, we take an evolutionary psychological perspective to study (modern) cognition, emotion, motivation, and behaviour. We will revisit familiar disciplines– e.g., cognitive, clinical, and social psychology – and topics, however, the type of questions we ask to uncover psychological mechanisms and processes is different. Evolutionary psychologists focus on the ‘why’ question, and the adaptive functions of modern-day cognition, emotion, and behaviour. Topics will range from psychopathology to human mating and sexual conflict, and from parenting and kin selection to aggression. During the discussion of these topics, prominent assumptions – and misunderstandings – about evolutionary psychology will also be critically assessed.

### **Goals**

After this course, students:

- understand how an ultimate explanation (‘why?’) of human psychology differs from and provides added value to proximate explanations (‘how?’)
- be capable of identifying and explaining the adaptive functions and evolved mechanisms of modern human cognition, emotion, and behaviour
- demonstrate an understanding of evolution by natural and sexual selection
- critically assess the validity of evolutionary explanations for psychological systems
- organize the theoretical knowledge obtained in the course and formulate research questions and hypotheses

### **Instruction language**

EN

### **Prerequisites**

Have a solid introduction to Psychology.

### **Recommend literature**

Main text: Workman, L., & Reader, W. (2021). *Evolutionary psychology: An introduction*. Cambridge University Press

Additional literature: scientific articles (t.b.a.)

### **Teaching methods**

▪ Assignment ▪ Lectures ▪ PBL ▪ Working Visit

### **Assessment methods**

▪ Assignment ▪ Attendance ▪ Participation ▪ Written exam

**Keywords**

Evolutionary Psychology; ultimate explanations; adaptive; cognition, emotion, behaviour; social, cognitive, clinical psychology; natural and sexual selection.

## **ART2004 – Dutch Art History**

### **Coordinator**

Erlend de Groot

The course is about Dutch art – with an emphasis on painting. Ever since the Middle Ages the Netherlands has played a pivotal role in the history of European art and culture. Dutch and Flemish artists were the first to use oil paints, the first to visually document the lives and cultures of ordinary people, and the first to produce art for a free market. Painters such as Van Eyck, Brueghel, Bosch, Rubens, Vermeer, Rembrandt, Van Gogh and Mondriaan are counted among the great masters of history. Their art embodies qualities that are believed to be typical for the country, such as a devotion to truthfulness, attention to detail, and love of textures. But there were many more artists whose works are still considered among the most important in history – if only because they were the first to notice the mundane things nobody else had paid attention to, such as the beauty of a still-life or the wonders of a cloudy sky. From the late Middle Ages through the Renaissance and the Baroque to the modern era, Dutch artists have tried to come to terms with ever-changing principles and conceptions regarding the world around them and have been constantly improving techniques to visualize it. The results of their efforts are the subject of this course.

The course will mostly follow a chronological order. In the first lecture the (religious) significance of art in the Middle Ages, the Renaissance and the Baroque will be introduced. In the following lectures you will be given an overview of the development of Dutch art from the Middle Ages to the modern era.

The course may include field trips to various museums in Amsterdam, the Hague or Arnhem to view the original works.

This course consists of 32 class hours divided over 3 weeks. Students earn 6 ECTS credits when they obtain a passing grade.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

### **Goals**

By the end of the course students will demonstrate the ability to:

*Learning objectives* ▪ Identify and apply (some of) the key concepts in Art History ▪ Recognise the development of art from the Middle Ages to the present ▪ Understand the possible cultural ideas and ideals behind works of art ▪ Understand the significance of art in history ▪ Have a basic idea of the main discussions within Dutch art history

*Skill development* ▪ Write and talk about art in a clear and comprehensible manner ▪ Reconstruct the original context and significance of works of art ▪ Have a (more) professional view on art as a whole

### **Instruction language**

EN

**Prerequisites**

None. A minimum of 8 students is required for the class to take place.

**Recommend literature**

Students will receive an extensive reader with electronic articles via the Student portal.

**Teaching methods**

▪ Assignments ▪ Lectures ▪ Presentations ▪ Working Visits

**Assessment methods**

▪ Attendance ▪ Presentation ▪ Written exam ▪ Final paper ▪ Participation

**Keywords**

Architecture, Art, Christianity, Cultural exchange, Culture, Golden Age, History, iconography, Middle Ages, Modern Art, painting, Renaissance, sculpture, stylistic development



## **SUS2001 – Sustainable Development**

### **Coordinator**

Manon Gillessen

This course is designed for students who are keen to deepen their understanding of sustainability. It caters to those who are frustrated with learning about theories that seem irrelevant to the current global situation, as well as those who aspire to develop their critical thinking skills in the context of solution-finding. In today's world, sustainability is pervasive and encompasses a broad range of topics. Therefore, this course aims to provide students with a comprehensive vision of sustainability concepts and theories. Moreover, it seeks to equip students with the necessary tools to critically assess everyday challenges and devise sustainable solutions, considering social, economic, and environmental dimensions. During this course, we will learn about sustainable development and how it is linked and intertwined to social, environmental, and economic sciences. We will look into topics such as climate change through a card game and discussions, we will learn about economy in form of a doughnut, we will comprehend what degrowth really means, we will understand how inequalities (may they be of gender or of social status) disturb a sustainable approach... And most importantly, students – as young adults – will bring their experiences to share, discuss in the class and debate about the most relevant issues that the world faces.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

### **Course objectives**

- To understand the concept of Sustainable Development
- To understand the different theories that results from Sustainability
- To be able to explain a modern issue based on the theories seen in class
- To be able to conduct research in academic disciplines related to sustainable development
- To understand the basic vocabulary related to Sustainable Development
- To be able to summarise the ways towards a sustainable transition

### **Skill development:**

- Critical thinking
- Presentation skills
- Synthetisation skills
- Ability to propose sustainable solutions to global issues
- Ability to recognise a sustainable situation
- Ability to take part in a group exchange on complex topics
- Ability to explain
- Inductive and deductive thinking skills
- Debate in an academic and professional manner
- Write a field trip report

### **Instruction language**

EN

**Prerequisites**

No prerequisites are necessary for this class.

A minimum of 8 students is required for the class to take place.

**Recommend literature**

A list of recommended readings will be provided at each end of the class.

**Teaching methods**

Lectures and Problem-Based Learning (PBL) Meetings: These sessions will provide foundational knowledge and illustrate its application in real-world contexts. Guest lecturers can be part of lectures as well. Any material guests are providing is considered as course material.

During the meetings, students will work collaboratively to solve sustainability-related problems, drawing on their own experiences and cultural backgrounds. Students are asked to participate during class and interact with the material. A list of questions based on the literature can be provided prior each meeting. The students are expected to be ready to give answers to those questions to debate and discuss with other students during class.

**Assessment methods**

The course will be assessed based on active participation during classes, presentations, composing field trip reports, and a final paper.

**\* Fulfilled attendance is a condition for your final grade to be valid. For more information about the attendance, see chapter 6 “attendance rules” in the course manual.**

**Keywords**

▪ Sustainable Development, Sustainability, SDGs, Doughnut economy, Equity, Social Sustainability, Sustainable urban development, Environment, Climate Change, Mitigation and Adaptation, Biodiversity and conservation, ...

## **POL2005 – The European Welfare State**

### **Coordinator**

Dr. Irina Burlacu de Paoli

POL2005 “The European Welfare State” is centered on the discipline of social policy. The studies we use are from the historians or social policy analysts who are looking into depth at the evolution of the European welfare state, but what is social policy? How is it related to the welfare state? Is welfare and welfare state the same thing? These and other questions we will answer together during classes.

Before we meet, it is important to highlight the recent economic crisis, followed by covid 19 pandemic in the world and in the EU have led to a rise in poverty and unemployment (among youth in particular), as well as a surge in right-wing parties. This is creating a challenging framework for policy makers and individuals alike. The living conditions are deteriorating for many member states and solidarity and various social benefits are decreasing rapidly. However, as the birthplace of the welfare state and its various regimes with their unique characteristics, Europe is determined to show resilience and re-creation with new social policies that are centered around social investments, active labour market programs, improved public-private-partnerships or other strategies that we will reflect during the summer school.

Throughout the course, students will learn about citizen involvement in social problems (e.g. poverty, unemployment, exclusion on various grounds) within the European communities and countries. Gaining international perspectives and experience is an important component of the course. At the end of the course, students will be able to act as a social policy analyst and troubleshoot various social situations, hence we will engage in a role-play simulation as well.

The course consists of three sections:

1. The introduction discusses the key theories of social policy, introduces students to the welfare state concept and explores their historical development in Europe and other parts of the world;
2. The analytical section focuses on specific social programmes (poverty alleviation, social assistance, pension systems and the classification of the welfare state). Here you will learn how to interpret scientific literature;
3. The operational section relates to the practical mechanism behind how the welfare state operates in the EU, requiring students to deepen their understanding of how social policy structures interact. It includes a simulation exercise to experience how policymakers make decisions in practice.

Disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

### **Goals**

- To introduce students to the main concepts in the area of social policy while providing a contextualization to the European reality and particularities;
- To identify different practices and concepts, using cases from students' home countries and contrasting social security systems from various welfare states;
- To equip students with analytical skills that enables them to easily identify the type of European welfare regime and its characteristics;
- To bring the student to the core of the social action: "*Think like a social policy analyst, act like a social worker*".
- To provide the student a necessary background to critically assess social policy dimensions (e.g. unemployment, retirement) using European way of thinking when going back home. This will enable a critical participant to understand the origins of things of why countries function differently and how social policies are formed.

### **Instruction language**

English

### **Prerequisites**

The course is particularly suited to students with economics, political science, sociology or social work backgrounds and is open to students with law majors. However, it is important to note that most of the course readings are from the social sciences.

### **Recommended literature that will be provided to you in due course:**

- Knize V. and Wolf M. (2024), "Help or harm? Examining the effects of active labour market programmes on young adults' employment quality and the role of social origin", *Journal of European Social Policy* Volume 34, Issue 5, December 2024, Pages 573-589
- McKinsey (2023), What is the future of work? Online source: <https://www.mckinsey.com/featured-insights/mckinsey-explainers/what-is-the-future-of-work>
- Eder A. et al. (2022), "Economy 4.0: employment effects by occupation, industry, and gender", *Empirica* (2022) 49:1063–1088, online source: <https://link.springer.com/article/10.1007/s10663-022-09543-y>
- Wolski G. (2020) "The role of social policies in times of Covid-19", *Latin America Region Journal*.
- Copeland P. (2019) *Governance and the European Social Dimension*, Routledge Studies on Government and the European Union.
- Sen A. (2018), *Collective Choice and Social Welfare*, Harvard University Press.
- World Economic Forum (2023) *Future of Jobs Report 2023*, online source: [https://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs\\_2023.pdf](https://www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf)
- Barr N. (2012), *The Economics of the Welfare State*, Policy Press.
- On cycle of life and income trajectory, Chapter "Immediate cause of poverty" Chapter (pages 135-138) of the *Rowntree B. S. (1902) book "Poverty. A study of Town Life"*.

### **Teaching method**

• Assignments • PBL • Presentations

### **Assessment methods**

Attendance • Evaluation test • Participation • Presentation • Written exam

**Keywords**

Solidarity, Social exclusion, inclusion, Unemployment, Social inclusion, Poverty alleviation, Marginalization, Welfare state, Welfare state classification, Comparative social policy, Replacement rates, Benefit conditions.

## **MST2001 - Global Journalism: Searching for Truth in the Age of Fake News**

### **Coordinator**

Maxey Parrish

Most of what we learn about global events comes to us from the mass media, an industry often described as being grounded in objectivity. However, in this era of “alternative facts” even the concept of objectivity is debated. Differences based on culture, language, politics, economics, marketing, power structures, and a variety of other factors abound. What is fake news when a “terrorist” is another’s “martyr” sacrificing lives for a just cause?

These variations become even more complicated in an industry facing a continuous state of flux, with market-driven media, governments, satellite transmissions, the Internet, mobile devices, social networks, and citizen journalists all playing key roles. This course will examine current events and the way they are covered in a variety of media outlets around the world, looking at framing, bias, stereotypes, context, story structure, and placement. Through lectures, discussions, a field trip, and class presentations, students will study why news is reported as it is around the world. In the process, we will enhance our awareness to become better media consumers who are capable of filtering the noise propagated in the media, consequently developing a better critical sense when processing information.

**Course Format:** The first half of the course will be spent with lectures and discussions that examine the way news is covered around the world and why variations exist. The final half will be devoted to student presentations on current events coverage. The presentations will employ a “town hall” approach in which groups of students lead discussions on the issues and their coverage to their classroom peers, being graded on content, audience engagement, and participation.

**Topics of Discussion:** Fake News; The Four Theories of the Press; News Values; News and Feature Story Structure; Media Effects and Communication Theory; Journalists and Media Organizations; Media Gatekeepers; Sources; Culture; Bias and Stereotypes, and Language. Framing and Context; Legal Issues; Power and Economic Issues.

**Presentation Topics:** Ongoing and breaking stories in the news.

**Course Instructor:** Professor Maxey Parrish of Baylor University in Waco, Texas, has a background in media relations and journalism education. He graduated from Baylor with a Bachelor of Arts in journalism and spent almost 25 years handling media relations for U.S. college sports competitions as well as international teams for the U.S. Olympic Committee. At the Barcelona Olympics, he directed publicity for the U.S. athletics team, where his coverage won a Best in the Nation Writing Award and served as the basis for his Master of Science degree thesis. At the Atlanta Games he coordinated media interviews at the Olympic Stadium. He has also worked international sports events throughout Europe and South Korea. For 21 years he was on the faculty of the Department of Journalism, Public Relations & New Media at Baylor where he has won numerous teaching awards, including being named the university’s Carr P. Collins Outstanding Professor. He has led 22 student groups on international trips and visited some 40 countries, altogether living in Europe more than two years. Last spring he served as a Visiting Scholar at St Andrews University in Scotland.

General disclaimer: on-campus education and activities, as well as trips and visits related to the course are conditional. E.g. (Dutch) travel advice should be positive regarding the region that will be visited, and institutions should be able to accept visitors. In case a proposed activity, trip or visit cannot continue due to circumstances, (online) alternatives may be organized.

**Goals**

Students will have a better understanding of international journalism systems and how they present stories, making them better able to seek the truth in media they consume.

**Instruction language**

EN

**Prerequisites**

None. A minimum number of 8 students is required for the course to take place.

**Recommend literature**

Global Journalism: Understanding World Media Systems, edited by Daniela V. Dimitrova.

**Teaching methods**

▪ Lectures ▪ Presentations ▪ Research ▪ Work in subgroups

**Assessment methods**

▪ Attendance ▪ Observation ▪ Participation ▪ Presentation

**Keywords**

Fake News, Comparative analysis, Global news coverage, Media systems, Media outlets, Media outputs, Media across cultures, Consumer control, Traditional news, "Fake" news, Infotainment, News distribution evolution, Social media, Media transitions, Media evolution, Cultural differences.