Introduction to the programme

Welcome!
The Bachelor of Science degree in Global Responsibility and Leadership (GRL) is an initiative developed by the University of Groningen at Campus Fryslân, the Netherlands. The GRL programme is a scientifically rigorous, inter- and transdisciplinary programme dedicated to addressing global challenges and finding local solutions. The programme is inspired by the 2030 UN Agenda for Sustainable Development and consists of input from Human and Social Sciences, Natural Sciences and Information Technology. The programme is housed at University College Fryslân (UCF), in Leeuwarden.

Today’s challenges reflect the dynamic and complex state of world affairs and cut across various academic disciplines. Solutions for these ‘wicked problems’ can no longer come from isolated improvements in one single area. They can only be addressed jointly by government, industry, civil society and academia. Sustainable, future-proof solutions require innovations by change agents and leaders educated in methods of transdisciplinary research. This is what the GRL degree will offer you.

In this study guide you will find information on our educational concept, the curriculum, an example of a weekly schedule and all the course descriptions. On the last page you will find our contact information, please do not hesitate to use that if you have any further questions.

We look forward to welcoming you in Leeuwarden.

Warm regards,

The UCF Team

Educational concept

The GRL teaching and learning environment is fundamentally learner-focused and inter- and transdisciplinary learning is supported by the development of academic and personal skills. This is steeped in the American tradition of ‘Liberal Education’, which is an approach to learning provides students with broad knowledge of the wider world as well as in-depth study in a specific area of interest. Moreover, a liberal education helps students develop a sense of social responsibility (AACU).

The GRL programme emphasises rigorous academic training as well as development of necessary skills, for an increasingly complex and dynamic global society and labour market that is characterised by a process of continuous digitisation, so-called 21st Century skills. In addition, the educational concept is characterised by four features: i) small-scale and intensive learning environment, ii) inter- and transdisciplinary education, iii) leadership and iv) international community.

Small-scale and intensive learning environment

Our teaching takes place in small-scale workshop-like settings, encompassing active and digital learning in all our classes. We place a large amount of responsibility for the learning process with you: the student. In each year of the programme, classes will not exceed 25 students and attendance is mandatory. Lecturers act as coaches who provide brief instruction, give feedback on student work and stimulate discussion.

Inter- and transdisciplinary education

Today’s ‘wicked problems’ can no longer be addressed from one single discipline, but require an inter- and transdisciplinary approach. GRL offers you a framework in which to integrate academic knowledge, theories and methods from various disciplines. Moreover, the GRL programme links fundamental knowledge to real world problem solving through collaboration with public and private partners from outside academia.

Leadership

Leadership for sustainable change requires effective self-reflection and is needed at all levels of society. Throughout the three-year programme, you will show and (self-)assess your progress on your leadership skills and your responsibility as a global citizen. The Leadership Lab will specifically help you develop skills related to self-management, leadership and cultural awareness.

International community

University College Fryslân is fundamentally international. Students and staff come from different nationalities and backgrounds and the content of all courses has a clear international focus, not in the least because of the origins of the programme in the SDGs. The official campus language is English and the GRL programme is taught exclusively in English. One of our key features is that we are a residential campus. This means that in the first year of your studies, you live together with your fellow students in our student housing in the city centre of Leeuwarden. As such, we aim to build a ‘city campus’, with the goal of creating an active, enriching and international academic and social community.
Overview of the curriculum

The GRL programme consists of four main components that need to be fulfilled throughout the three years: the Foundation, the Skills Lab, the Major and the Minor.

Foundation (35 EC)
The seven courses in the Foundation of the GRL programme address different perspectives on global challenges and offer the domains in which the global-local relationship is negotiated. The Foundation consists of core courses in political science, economics, earth and environment, psychology, global health and Information Technology.

Skills Lab (35 EC)
The courses in the Skills Lab provide a solid base in academic communication techniques and research methodology. Intercultural communication, collaboration and leadership skills are additionally developed. The Skills Lab consists of core courses in academic communication, language and culture, leadership, and statistics and qualitative methods.

Major (80 EC)
At the end of your first year, you choose your major and determine your own path throughout the GRL programme. You can opt for one of our three majors: Responsible Governance, Responsible Planet and Responsible Humanity. In addition, you complete one Living Lab project and conclude the degree with your Capstone.

Living Lab projects
The LL projects entail the transdisciplinary integration of academic and non-academic knowledge with regard to developing sustainable (local) solutions to current global challenges. During the LL projects, you work together with private and public stakeholders and learn how to translate a real-world question into a question suited for academic research, do the research, and then translate your findings back into recommendations for the stakeholder.

Capstone
You complete the third year with a Capstone project, which is the academic culmination of your degree. The Capstone meets the standards and requirements of (semi-independent) academic research, but does not have to take the form of a traditional thesis. You are encouraged to decide for yourself how to complete your degree and to present the project in a creative way, for example by developing an app, filming a public service announcement, designing a product, writing a policy paper or creating a theatre production.

Minor (30 EC)
The third year minor gives you the opportunity to individualise your programme even further. Most students will opt for an exchange semester at a university abroad, but you can also use the minor to do an internship or to fulfill pre-master requirements within another Faculty at the University of Groningen or another university in the Netherlands or abroad.

General course information
All our students are required to take six courses per semester (3 courses per term), each worth 5 EC. In the first year, you take 7 Foundation courses, 3 Skills Lab courses and 2 of your chosen major courses.

After the first year, you choose your Major: Responsible Governance, Responsible Planet or Responsible Humanity. Within your major, you have to complete at least two tracks. A track consists of a 300-level course and at least two other courses (usually prerequisites) in the same field of study.

In the second and third year, you take 1 Foundation course, 3 Skills Lab courses and 1 Ethics course specified to your major. All other courses are courses chosen within (or even outside of) your major.

In the major, courses are offered at three different levels:
- 100-level (introductory): courses have no prerequisites and, unless specified otherwise, are open to all students.
- 200-level (intermediate): courses have prerequisites and are only open to students who have successfully completed one or more courses at 100-level.
- 300-level (advanced): courses have prerequisites and are only open to students who have successfully completed one or more courses at 100 and 200-level.

Legend:
- Foundation
- Skills lab
- Major requirements
- Major
- Minor

Figure 1. Schematic overview of the GRL programme
Title of course | Politics, Power and International Responsibility
---|---
Course unit type | Foundation

Course content | This course is an introduction to international relations and international organisations. Students gain clear insight into the political perspective and the concept of power. Topics such as governments and non-state actors, responsibility, accountability, geopolitical developments, global governance and political theory are all addressed. The course centres on four blocks:

- Political Theory: the state and its functions / what are power, sovereignty, legitimacy, and authority; responsibility and accountability / the nation state / different political systems (e.g. autocracy, oligarchy, democracy) / republican principles and the separation of powers;

- Norms, Institutions and Normative Orders: how norms emerge and change / the concept of normativity / introduction to institutional theory / what is an institution;

- Peace and Peace Orders: intra- and international conflicts / political peace orders (UN, EU and their philosophical underpinnings) / fundamentals of Just War Theory / human rights and its predecessors;

- International Politics and Cooperation: geopolitics and international regimes / international justice / development cooperation and environmental governance.

Part of this course will be the introduction of the political dimension and the background of the SDGs. As such, it constitutes a constituent part of the Responsible Governance major. The course connects to foundation courses such as Introduction to Global Health, the Earth System and Principles of Economics as it prepares the ground for thinking through parallel global political processes. Furthermore, this course connects to the foundation course Explaining Human Behaviour as the normative expression of social mechanisms in larger groups and societies. The four pillars cut across the SDGs and explain their political backgrounds. At the same time, they more specifically touch upon SDGs # 8, 10, 11, 13 and 16.

Literature | Recommended literature


Course learning outcomes | Upon the successful completion of this course, students will be able to:

- Critically reflect on core theories in political science

- Understand the fundamentals of political responsibility on multiple levels

- Analyse political stakeholder fields, and write brief and precise political reports

- Develop macro-solutions for global problems based on political and governance insights

- Present solutions to global governance topics to non-expert audiences and defend their positions against critical inquiry

Assessment | Group assignment, group presentation, individual review, participation.

Title of course | Principles of Economics
---|---
Course unit type | Foundation

Course content | During the course, students will deal with questions such as: Why some countries are rich while others are poor? What are the consequences of economic growth for other societal outcomes such as pollution and inequality? What role can governments play when markets fail? Which factors play a role in the decision-making process of firms and consumers? To be able to answer these questions, this course covers the fundamentals of micro- and macroeconomics. The microeconomics part of the course covers economic decision-making by individuals and firms, the determination of quantities and prices of goods, and the theoretical basis for international trade. The macroeconomics part of the course covers topics such as the determination of the aggregate level of economic activity, long-run economic growth, government policies, and short-run economic stability (the rate of unemployment and inflation). This course offers a unified approach combining the two fields by using themes such as markets, development, social relations, and institutions. This way, students gain a clear insight into the interaction between individuals, households, firms, and governments.

Literature | Compulsory literature


Course learning outcomes | Upon the successful completion of this course, students will be able to:

Content:

- Explain and apply basic microeconomic principles such as demand and supply functions, competitive market equilibrium and beyond, public goods and externalities, cooperation problems.

- Explain and apply basic macroeconomic principles such as national accounting, economic stability, public and monetary policy.

- Explain and apply basic principles of international trade theory, among which comparative advantage, trade protection, and exchange rate.

- Identify development issues across the world beyond economic performance.

- Use relevant economic theories and methods to study the Sustainable Development Goals

Skills:

- Use data for a fact-based analysis

- Develop writing and oral skills

- Work in a group setting

- Link academic knowledge and practical use

- Introduction to interdisciplinary learning

Assessment | Written exam, group project, case study, assignment, participation.
Course content: This course provides a general introduction into the mechanisms that determine the dynamics of the Earth system in the past, present and future. For example, the course deals with the role of the biosphere in climate- and global change and, vice versa, the loss of biodiversity associated with climate- and global change. The course builds on an integration of disciplinary knowledge on Earth system processes such as hydrology, meteorology and biogeochemistry. It introduces the systems approach to study Earth system dynamics involving different temporal and spatial scales in process interactions and feedback mechanisms that explain observed climate- and global change. Emphasis is on Earth system interactions associated with dynamical, physical and biogeochemical processes affecting the state of the atmosphere, biosphere and hydrosphere under natural and anthropogenic conditions. The course’s lectures are complemented with an intensive modelling practical, including the search for information on the Earth system. In this course there is also an introduction into the ethical and philosophical context of global and climate change issues.

Course learning outcomes: Upon the successful completion of this course, students will be able to:
- Understand and apply the systems approach in the context of climate- and global change issues;
- Summarise the major Earth system compartments and associated dynamical, physical and biogeochemical processes;
- Distinguish between natural and anthropogenic factors affecting the climate- and Earth system;
- Formulate a basic view on ethical and philosophical considerations on Earth system theories;
- Apply the gained knowledge and analysis skills to assess the role of fundamental Earth system processes in past- and present climate and global change which is essential to evaluate mitigation and adaptation strategies to cope with future climate and global change.

Assessment: Written exam, weekly tests on content lectures, various short assignments.

Course manual and additional papers that will be used in the assignments.

Title of course: Explaining Human Behaviour
Course unit type: Foundation
Course content: The course aims at understanding human behaviour within the context of individual, social, cultural and environmental factors. We will examine how these factors influence people’s behaviour, cognition, and thinking as well as the way people make choices. We will cover basic research methods and theories from social psychology (social cognition, social influence, group processes etc.), giving a clear insight into the social psychological perspective and methodology. In addition, we will talk about those classical social psychology experiments, which will hopefully be a great source of inspiration for you to design similar approaches and experiments in the future.

In particular, the course will address Sustainable Development Goal #3, 5, 7, 10, 11, 12, 13 and 16

Course learning outcomes: Upon the successful completion of this course, students will be able to:
- Write an academic essay discussing relevant social psychological theories to understand the roots of human behaviour;
- Use theories to reflect on the roots of global sustainability challenges;
- Reflect on individual, social, cultural and environmental factors shaping human behaviour;
- Reason why a theory-driven approach is needed to understand human behaviour.

Assessment: Written exam, essay, presentation, participation.

Literature: Compulsory literature:

Course manual and additional papers that will be used in the assignments.
### Introduction to Global Health

**Course unit type:** Foundation  

**Course content:** The foundation course introduces students to the landscape of global health issues and challenges. Students develop an understanding of theories, key concepts, tools and frameworks essential for continued study in global health. They acquire basic competencies in collaboration, academic development and communication. Developing leadership and responsibility in health in a continuously changing global and local context, requires an ecosystem that seeks collaboration between different actors and different sectors. New health targets are set by the multi-sectoral Sustainable Development Goals. Therefore this introduction to Global Health emphasises the linkages with other foundation courses in the GLR study.

The foundation course includes five themes:
1. Definition of health  
2. Determinants of health  
3. Global burden of disease  
4. Health Systems analysis  
5. Stakeholder analysis and SDGs

**Literature**  

**Course learning outcomes**  
Upon the successful completion of this course, students will be able to:
- Reflect on their own perceptions on health in a global context.  
- Analyse health cases and debate how determinants relatively influence these health cases.  
- Differentiate between communicable and non-communicable diseases.  
- Take responsibility of resource allocation in a health system in collaboration with colleagues.  
- Analyse and reflect on roles and responsibilities of stakeholders in making implementation of the health-related SDGs successful.

**Assessment**  
Reflection report, presentation, essay, paper

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### Introduction to Programming

**Course unit type:** Foundation  

**Course content:** Introduction to Programming aims at getting students acquainted with algorithms, algorithmic problem-solving and programming. We start with a brief history of computers, their main elements and limitations. Then we introduce notions of computer programmes and algorithms. The course continues with an introduction to algorithms and algorithmic modelling, and learning about basic concepts such as conditions and iteration flows (loops). Subsequently, students are introduced to computers and programming, learning to translate algorithms into programmes. Students study basic data structures, like character strings, arrays and sets, as well as programming structures, like variables, function calls and recursions.

The Python programming language is used during the course to explain and practice programming concepts. Therefore, students also learn to develop, compile and run source code written in this language. Algorithmic and programming concepts presented in the course are illustrated by examples in the scope of the GRL curriculum, such as decision-making, data analysis and visualisation of geographical data, all related to the SDG’s.

This first-year course unit provides an in-depth introduction to the Information Technology discipline through practical algorithmic design and programming experience. It is the first of two foundation courses for the Information Technology discipline and serves as the basis for the second one, Introduction to Data Science.

**Literature**  
Downey, A. (2015). *Think Python: How to Think Like a Computer Scientist.* (2nd ed.) USA: Green Tea Press (online: http://greenteapress.com/wp/think-python-2e). The online version of the book is distributed under the licence CC BY-NC 3.0 and can be downloaded for free for the purpose of this course.

**Course learning outcomes**  
Upon the successful completion of this course, students will be able to:
- List the main components of computers and computer programmes  
- Identify problems that can be solved with algorithmic solutions and determine the problem space  
- Resolve problems algorithmically and translate algorithms into software solutions  
- Implement basic software solutions using the Python programming language  
- Assess the solution against functional and non-functional requirements

**Assessment**  
Project (software design, implementation, presentation), written exam, computer exercises, active participation.
# Academic Communication

<table>
<thead>
<tr>
<th>Course unit type</th>
<th>Skills Lab</th>
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<tbody>
<tr>
<td><strong>Course content</strong></td>
<td>In this course, students learn to develop strategies for finding and analysing relevant academic literature and presenting these findings in an academic manner, both written and verbal. Students learn to recognise and discuss patterns of reasoning and express complex ideas in academic work through argument structure and persuasive reasoning. Learning to provide peer feedback and self-reflection on performance are also part of the programme, next to essential study skills such as online library use, referencing requirements and avoiding plagiarism. Throughout the course, students will apply these skills in written and verbal assignments, the content of which is related to the SDGs. This course supports and enhances students’ academic performance in every other course of the GRL bachelor.</td>
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<table>
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<tr>
<th>Literature</th>
<th>Compulsory literature</th>
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<thead>
<tr>
<th>Course learning outcomes</th>
<th>Upon the successful completion of this course, students will be able to:</th>
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<tbody>
<tr>
<td>- Write an academic paper making use of basic argument structure to order their paper</td>
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<td>- Present a reliable argument both written and verbal</td>
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<td>- Analyse academic text.</td>
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<td>- Find and use relevant literature and distinguish what is academically sound and relevant</td>
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<tr>
<td>- Reference used sources correctly and avoid plagiarism (research integrity)</td>
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<tr>
<td>- Perform a literature review on the state-of-the-art of a field or topic of their choosing (related to SDGs), as a basis for elaborating a testable hypothesis</td>
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<td>- Give a structured presentation, using persuasive techniques to get their point across</td>
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<td>- Give and receive feedback and reflect on their own performance</td>
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| Assessment | Paper, presentation, poster, peer review, participation, reflection |

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# Introduction to Data Science

<table>
<thead>
<tr>
<th>Course unit type</th>
<th>Foundation</th>
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<tbody>
<tr>
<td><strong>Course content</strong></td>
<td>Data Science is a fast-growing field that combines statistics and several fields of IT to provide theoretical and practical tools for exploring and solving data-related problems. Among its possible applications, data science is a powerful tool to support addressing global challenges, as they often involve reasoning based upon diverse and sizeable data. This course aims at developing a minimal set of skills necessary to start applying data science to real-world problems. For that, students are introduced to several topics related to three main components: data retrieval, visualisation and analysis. Also, students learn and apply basic techniques of each component. The basic techniques are practiced throughout the course with weekly computer exercises, and the students demonstrate their acquired skills in a non-trivial project for analysing a real-world dataset. Finally, the course also briefly tackles societal and ethical implications related to the studied topics. Topics on data retrieval include traditional file-based datasets, database technologies, and streaming. Topics on data visualisation include reporting and plotting, qualities of visualisations, translation of statistical measures into visualisation, and visualisation best practices. Topics on data analysis include basic statistical tests, data clustering and machine learning. All data used and analysed are related to the global goals and as encountered / used by corporations, organisations and governments.</td>
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<table>
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<tr>
<th>Literature</th>
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<tr>
<th>Course learning outcomes</th>
<th>Upon the successful completion of this course, students will be able to:</th>
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<tbody>
<tr>
<td>- Summarise the theory behind data science</td>
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<tr>
<td>- Understand the context of datasets</td>
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<tr>
<td>- Inspect, filter, analyse and visualise datasets</td>
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<tr>
<td>- Integrate and reorganise different datasets</td>
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<tr>
<td>- Hypothesise and forecast observations about datasets</td>
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<tr>
<td>- Apply basic machine learning algorithms to datasets</td>
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<tr>
<td>- Take responsibility on the usage of data (e.g. privacy and security concerns)</td>
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| Assessment | Project (report, implementation, presentation), written assignments, computer exercises, active participation |
**Course content**

Language and culture have a direct influence on how we see the world. Our individual values and beliefs shape the way in which we perceive concepts and practices. In a globalised world, we constantly come into contact with people whose backgrounds and viewpoints diverge from our own. These varying outlooks can lead to difficulties in mutual understanding and communication.

This course is dedicated to understanding the role that language and culture have on the practice of science. Through the use of case studies and interactive assignments (linked to the SDG’s where possible), students will come to understand the complex interplay between language, culture, knowledge and communication from the viewpoint of different disciplines including sociology, social psychology and anthropology.

Students will be challenged to reflect on their own identity and discuss how it impacts on the way they perceive the world and engage with people around them. The notion of diversity will be discussed in detail, with a key focus on how their own concept of diversity influences their worldview. Additionally, students will reflect on how communication differs between cultures and how this can impact on effective communication. Students will further develop the academic communication skills first introduced in Academic Communication.

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

- Listen to and communicate effectively with a diverse group of people, using effective verbal skills first introduced in Academic Communication.
- Reflect on the impact of culture on their values, assumptions, perceptions, expectations and behaviour.
- Articulate the complex relationship between language, culture, knowledge and communication.
- Relate theory studied in the classroom to real life situations.
- Relate to and communicate effectively with a diverse group of people, using effective verbal and nonverbal strategies.
- Relate to and communicate effectively with a diverse group of people, using effective verbal and nonverbal strategies.
- Critically analyse empirical literature and theories presented during the course.
- Collaborate effectively with a diverse cohort of students by actively participating in group activities and assignments.
- Understand the basic characteristics of variables and associated limitations.
- Understand data sampling including sampling techniques, advantages and drawbacks, and generalisability.
- Interpret the results.
- Understand the basic characteristics of variables and associated limitations.
- Inspect and analyse the data taking into account the variable and data-set characteristics and the research design.
- Understand data sampling including sampling techniques, advantages and drawbacks, and generalisability.
- Inspect and analyse the data taking into account the variable and data-set characteristics and the research design.

**Assessment**

Poster, essay, presentation, participation, poster plan, essay plan
Living Labs
The Living Lab project is a unique feature of the Global Responsibility & Leadership programme and provides you with the opportunity to apply your academic knowledge and skills in the real world. During the Living Lab project, you work together with private and public stakeholders and learn how to translate a real-world question into one suited to academic research, carry out the research, and then translate your findings back into recommendations for the stakeholder. As such, the Living Lab project creates a win-win situation: you learn how to apply your academic knowledge in actual, real-life contexts and develop related skills (communication, collaboration, problem-solving, research). Conversely, public and private stakeholders get to work with talented young people that are able to provide insight into questions important for the region and beyond.

Details:
- Research internship
- Public and private stakeholders
- 20 weeks: year 2 - semester 2
- Supervisor at UCF and at the local organisation
- Work on local solutions for global challenges

Study abroad
We encourage and facilitate our students to broaden their horizons by studying abroad for a semester in the third year of the programme. Studying abroad provides you with a new perspective and helps you develop the cultural sensitivity that is needed to address global challenges on the international playing field. Moreover, a semester abroad allows you to experience a new country and its culture and traditions by studying in a different educational system. This is your chance to see the world make lifelong friends from diverse backgrounds! Not to mention, studying abroad enhances your employability, as employers value and increasingly require international experience.

Details:
- Exchange programme
- 20 weeks: year 3 – semester 1
- Personal guidance at UCF and host university
- Partner universities in Europe, North-America, Latin-America, South-East Asia and Oceania
## Weekly schedule year 1 (example)

### Term 1

<table>
<thead>
<tr>
<th>Day</th>
<th>09:00 - 11:00</th>
<th>11:00 - 13:00</th>
<th>13:00 - 15:00</th>
<th>15:00 - 17:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Academic Communication</td>
<td>Introduction to Programming</td>
<td>Volunteer at local environmental organisation</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Prepare for class</td>
<td>Politics, Power &amp; International Responsibility</td>
<td>Go to the gym</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Introduction to Programming</td>
<td>Work on group project for class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Study in the library</td>
<td>Academic Communication</td>
<td>Politics, Power &amp; International Responsibility</td>
<td>Relax</td>
</tr>
<tr>
<td>Friday</td>
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### Term 2

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<tr>
<th>Day</th>
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<th>13:00 - 15:00</th>
<th>15:00 - 17:00</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Prepare for class</td>
<td>Statistics I</td>
<td>Take an extra-curricular class in Spanish</td>
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</tr>
<tr>
<td>Tuesday</td>
<td>Explaining Human Behaviour</td>
<td>The Earth System</td>
<td>Work on group project</td>
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<tr>
<td>Wednesday</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Thursday</td>
<td>Prepare a presentation</td>
<td>Statistics I</td>
<td>Study in the library</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Explaining Human Behaviour</td>
<td>Work on group project</td>
<td>The Earth System</td>
<td>Go to the gym</td>
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### Term 3

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<th>15:00 - 17:00</th>
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<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td>Day off</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Study in the library</td>
<td>Language &amp; Culture I</td>
<td>Applied Social Psychology</td>
<td>Relax</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Work on group project for class</td>
<td>Introduction to data science</td>
<td>Prepare for class</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Language &amp; Culture I</td>
<td>Volunteer at the elderly home in town</td>
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<tr>
<td>Friday</td>
<td>Go to the gym</td>
<td>Introduction to Data Science</td>
<td>Applied Social Psychology</td>
<td>Relax</td>
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</tbody>
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### Term 4

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<th>Day</th>
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<th>13:00 - 15:00</th>
<th>15:00 - 17:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Key Political Thinkers</td>
<td>Introduction to Global Health</td>
<td>Meet with fellow committee members to plan a trip abroad</td>
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</tr>
<tr>
<td>Tuesday</td>
<td>Relax</td>
<td>Principles of Economics</td>
<td>Study in the library</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Introduction to Global Health</td>
<td>Work on group project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Prepare a presentation</td>
<td>Key Political Thinkers</td>
<td>Principles of Economics</td>
<td>Go to the gym</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
<td>Day off</td>
</tr>
</tbody>
</table>

### Legend:

- **Foundation**
- **Skills lab**
- **Major**
- **Study**
- **Extra curricular**

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