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University College Fryslân

BSc Global Responsibility & Leadership



Study guide 2021 – 2022

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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 Sustainable Development Goals of the United Nations 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 the course descriptions of the mandatory foundation & skills lab courses. 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-focussed 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 that 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.

The GRL programme emphasises rigorous academic training as well as development of necessary professional skills, for an increasingly complex and dynamic global society and labour market that is characterised by a process of continuous digitisation, the 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 generally 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 Personal 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 (30 EC)

The six 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 & Environment, Psychology, Global Health and Information Technology.

Skills Lab (30 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 & Culture, Leadership, and Statistics and Qualitative Methods.

Major (90 EC)

At the end of your first year, you select your major and determine your own path throughout the GRL programme. You can opt for one of our three majors: Responsible Governance, Responsible Planet or Responsible Humanity. In addition, you complete one Living Lab research internship and conclude the degree with your Capstone.

Living Lab projects

The Living Lab research internship is a co-creation process between students, researchers, public and/or private organisations. It entails the transdisciplinary integration of academic and non-academic knowledge and generates a space to develop new ideas, products, services and business models to serve as a solution to a societal challenge. For you as a student, the Living Lab is a way to get acquainted with the professional field and apply theoretical knowledge in practice. For host organisations, the Living Lab is an opportunity to work with young talents on societal questions and challenges that concern their organisation.

Capstone

The Capstone consists of the Thesis and the Portfolio and is the academic culmination of your degree in which you demonstrate your mastery of knowledge and intellectual skills, as well as of your development of personal and social responsibility. The Thesis must meet the standards and requirements of semi-independent academic research, while

you are encouraged to present the results of your thesis 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. The Portfolio is a digital record in which you track your personal and professional development throughout the three years of the degree.

Minor (30 EC)

The third year minor gives you the opportunity to individualise your degree even further, as you decide to either deepen or broaden your programme. Most students opt for an exchange semester at a university abroad, but you can also use the minor to do an internship or to fulfil 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 6 Foundation courses, 4 Skills Lab courses and 2 of your chosen major courses.

After the first year, you chose 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. You can also choose an additional track next to your major

In the second year you complete the Skills Lab courses with Statistics II, in addition to following a mandatory Ethics & Global Responsibility course and Personal Leadership Lab.

In the major, courses are offered at three different levels:

- 100-level (introductory): courses have no prerequisites (except for the Foundation courses) 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.

Figure 1. Schematic overview of the Global Responsibility & Leadership programme (the order in which the courses are taken may differ between individual students)

Year 1	Term 1	Introduction to Programming	Explaining Human Behaviour	Academic Communication	Leadership Lab Y1 – 1 Leadership Lab Y1 – 2 Leadership Lab Y1 – 3
	Term 2	Politics, Power & International Responsibility	The Earth System	Language & Culture	
	Term 3	Principles of Economics	Statistics I	Major	
	Term 4	Introduction to Global Health	Qualitative Methods	Major	
Year 2	Term 5	Statistics II	Major	Personal Leadership Lab	
	Term 6	Major	Major	Ethics & Global Responsibility	
	Term 7	Major	Major	Living Lab research internship	
	Term 8	Major	Major		
Year 3	Term 9	Minor (for example: semester abroad or pre-master)			
	Term 10				
	Term 11	Major	Major	Capstone bachelor thesis	Leadership Lab Y1 – 1
	Term 12	Major	Major		Leadership Lab Y1 – 2 Leadership Lab Y1 – 3

Legend:

Foundation
Skills lab
Major
Leadership & Portfolio
Minor

Course descriptions year 1

Title of course	Politics, Power and International Responsibility
Course unit type	Foundation
Course content	<p>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:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Literature	<p>Recommended literature</p> <ul style="list-style-type: none"> - Hague, R., Harrop, M. & McCormick, J. (eds.) (2016). <i>Comparative Government and Politics: An Introduction</i>. 10th edition. Basingstoke: Macmillan Education. - Brown, C., & Eckersley, R. (eds.) (2018). <i>The Oxford Handbook of International Political Theory</i>. Oxford: Oxford University Press.
Course learning outcomes	<p>Upon the successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - 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	<p>During the course, students will deal with questions such as: Why are some countries 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.</p> <p>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).</p> <p>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.</p>
Literature	<p>Compulsory literature</p> <ul style="list-style-type: none"> - Krugman, P., & Wells R. (2017) <i>Essentials of Economics</i> (4th edition) New York: Macmillan. - The CORE Team (2017). <i>The Economy: Economics for a Changing World</i> (1st edition). Oxford, New York: Oxford University Press.
Course learning outcomes	<p>Upon the successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - 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.
Assessment	Written exam, group project, case study, assignment, participation

Title of course	Explaining Human Behaviour
Course unit type	Foundation
Course content	<p>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.</p> <p>In particular, the course will address Sustainable Development Goal #3, 5, 7, 10, 11, 12, 13 and 16.</p> <p>The foundation course would help provide a theoretical basis for the Psychology track courses, such as Applied Social Psychology and Sustainable Decision Making. The course will complement other foundation courses in the majors Responsible Governance and Responsible Planet. For instance, the course will complement the foundation course The Earth System by zooming into human behaviour as the antecedent of many environmental problems. It will also add to the foundation course Principles of Economics by means of providing a different angle to explain human behaviour.</p>
Literature	<p>Compulsory literature</p> <ul style="list-style-type: none"> - Hewstone, M., Stroebe, W., & Jonas, K (Eds.). (2015). <i>An Introduction to Social Psychology</i> (6th ed.). Chichester: John Wiley & Sons. - Inzlicht, M., & Schmeichel, B. J. (2012). <i>What is ego depletion? Toward a mechanistic revision of the resource model of self-control</i>. <i>Perspectives on Psychological Science</i>, 7(5), 450-463. DOI: 10.1177/1745691612454134 - Keizer, K., Lindenberg, S., & Steg, L. (2008). <i>The spreading of disorder</i>. <i>Science</i>, 322 (5908), 1681-1685. DOI: 10.1126/science.116140 - Steg, L., Bolderdijk, J. W., Keizer, K., & Perlaviciute, G. (2014). <i>An integrated framework for encouraging pro-environmental behaviour: The role of values, situational factors and goals</i>. <i>Journal of Environmental Psychology</i>, 38, 104- 115. DOI: 10.1016/j.jenvp. 2014. 01.002
Course learning outcomes	<p>Upon the successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - Identify, explain, compare and evaluate key theories, concepts, methods and debates in social psychology - Reflect on individual, social, cultural and environmental factors shaping human behaviour - Reason why a theory-driven approach is needed to understand human behaviour - Use theories to reflect on the roots of global sustainability challenges - Write an academic essay discussing relevant social psychological theories to understand the roots of global sustainability challenges
Assessment	Written exam, essay, presentation, participation

Title of course	Introduction to Global Health
Course unit type	Foundation
Course content	<p>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.</p> <p>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.</p> <p>The foundation course includes five themes:</p> <ol style="list-style-type: none"> 1. Definition of health 2. Determinants of health 3. Global burden of disease 4) Health Systems analysis 5. Stakeholder analysis and SDGs
Literature	<p>Compulsory literature</p> <ul style="list-style-type: none"> - Skolnik, R. (2016). <i>Global Health 101</i> (3rd ed.) Jones & Bartlett Learning: Burlington. - Course manual and additional papers that will be used throughout the course
Course learning outcomes	<p>Upon the successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - 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 for 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, global health campaign

Title of course	The Earth System
Course unit type	Foundation
Course content	<p>The Earth System course provides students with a thorough understanding of the dynamics of our planet. Special attention is paid to the pressing environmental challenges facing the 21st Century. The course provides the necessary conceptual and analytical framework to link specific local issues to a global framework. The course's lectures are complemented by practical exercises, a group project and an individual assignment and by specific exercises aimed at gaining deeper understanding of modelling.</p> <p>In particular, the course will address the following Sustainable Development Goals: 6: Clean Water and Sanitation 7: Affordable and Clean Energy 13: Climate Action 14: Life Below Water 15: Life on Land. This is a foundation course that prepares students for the Major Responsible Planet. It focuses on the interdependence of systems as a physical component with which to develop sustainability. As such, the course relates to the SDGs by delving into the components of system earth that are central to a number of the goals (biosphere, atmosphere, geosphere and hydrosphere) and by showing their interaction. It connects directly to the other GRL majors and courses.</p>
Literature	<p>Compulsory literature</p> <ul style="list-style-type: none"> - L.R. Kump, J.F. Kasting, R.G. Crane. (2010). <i>The Earth System</i> (3rd edition). Upper Saddle River, NJ: Pearson Education, Inc. ISBN 0-13-142059-3 - Course manual and additional papers that will be used in the assignments
Course learning outcomes	<p>Upon the successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - Understand the formation of the Earth System components - Understand the interactions between Earth System components and resilience to global change (e.g. feedback processes) - Demonstrate knowledge of the main methods of earth system science - Recognise temporal and spatial scales of processes impacting climate (change) - Have a broad understanding of geohazards such as earthquakes - Understand and apply basic principles of modelling
Assessment	Written exam, weekly tests on content lectures, various short assignments.

Title of course	Introduction to Programming
Course unit type	Foundation
Course content	<p>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.</p> <p>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 SDGs.</p> <p>This first-year course unit provides an in-depth introduction to the Information Technology discipline through practical algorithmic design and programming experience. This course lays the foundation for the Data Science track of Global Responsibility & Leadership.</p>
Literature	<p>Compulsory literature</p> <p>Downey, A. (2015). <i>Think Python: How to Think Like a Computer Scientist. (2nd ed.)</i> 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.</p>
Course learning outcomes	<p>Upon the successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - 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 - Perform basic analysis of CSV-like datasets - Critically assess the quality of their own work - Develop and discuss software projects in a diverse team - Write basic documentation (motivation and design) for a software project
Assessment	Project (software design, implementation, presentation), written exam, computer exercises, active participation.

Title of course	Academic Communication
Course unit type	Skills Lab
Course content	The course aims to transfer academic communication skills in the field of writing, presenting and scientific discourse. Specifically, students will learn to develop strategies for finding, analysing and presenting (orally and in writing) academic literature, research, and results relating to the SDGs and other topics. Furthermore, students will learn the tenants of academic communication, including how to structure coherent logical arguments, present complex ideas in a clear and engaging way, and perform literature reviews. Techniques for providing peer feedback are also part of the programme, in addition to essential study skills such as online library use, referencing requirements and avoiding plagiarism. This course provides skills which are key for the GRL bachelor course programme.
Course learning outcomes	<p>Upon the successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - Analyse text critically - Review literature using academic sources - Reference sources properly to give authors credit and avoid plagiarism - Structure an academic paper in a logical and coherent way - Think critically, reason scientifically, and recognize fallacies in written and oral arguments - Give a structured presentation, using persuasive techniques to engage different audiences - Conduct peer review, giving and receiving feedback
Assessment	Essay, Participation, Peer review, Presentation

Title of course	Language and Culture I: the social construction of meaning in everyday life
Course unit type	Skills Lab
Course content	<p>This course offers an overview of key concepts in language and culture, with a focus on applying them to offer deeper understandings of current events. For example, we may explore the topic of race through an analysis of worldwide #BlackLivesMatter activities, or gender and sexuality through trans-rights movements, or religious diversity through speaking with experts in shamanism.</p> <p>By using concepts from the scientific fields of linguistics and anthropology, we will interpret international events from a fresh perspective and see how language and culture saturate human affairs. To achieve this, you will also learn how to view the dominant consumerist culture from the outside, not as some “neutral” milieu, but in such a way that “the familiar becomes strange” while at the same time appreciating other cultures so that “the strange becomes familiar” (Spiro, 1990). To those ends, I will invite multiple guest lectures on topics as diverse as indigenous rights activists, therapeutic psychotropics, and minoritized languages.</p> <p>You will leave this class with a tangible understanding of the value of linguistic and cultural diversity, and learn to recognize and (hopefully!) overcome your own implicit biases and ethnocentrism.</p>
Literature	<p>Compulsory literature</p> <ul style="list-style-type: none"> - Bowe, H., Martin, K. & Manns, H. (2021). <i>Communication Across cultures: Mutual Understanding in a Global World</i>. Cambridge: Cambridge University Press. - The course also makes use of a reader of supplementary articles and current newspaper articles related to topics studied.
Course learning outcomes	<p>Upon the successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate a working familiarity with key concepts in language and culture including linguistic relativity, universalism, cultural constructs, and issues relating to race, ethnicity, gender, sexuality, kinship and health, and how these connect with the SDGs and current political events worldwide. - Recognize how preconceptions can lead to ethnocentrism and learn to see your own culture “from the outside” through an analysis of norms and values - Motivate the intrinsic value of linguistic and cultural diversity worldwide and in Fryslân - Understand the critical role of Linguistics and Anthropology for Global Responsibility and Leadership
Assessment	Poster, essay, presentation, participation, poster plan, essay plan

Title of course	Qualitative Methods
Course unit type	Skills lab
Course content	<p>In the course, students learn to execute and report on a complete qualitative research project. To this goal, students go through the qualitative research cycle, comprising the design cycle, the data collection cycle and the analytic cycle. Students start with formulating an SDG-related research question, and after critically engaging with the literature, they design their research instrument, collect and analyse data, and finally write and present a research report. When collecting data, interviews will be used (but in the course, also focus group discussion and observation are given attention). The students also work on weekly assignments, group discussions and literature presentations. In the end, there will be an open book exam with open questions.</p>
Literature	<p>Compulsory literature</p> <ul style="list-style-type: none"> - Hennink, M., Hutter, I., & Bailey A. <i>Qualitative Research Methods</i> (second edition, 2020),
Course learning outcomes	<p>Upon the successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - Formulate research objectives and qualitative research questions - Critically engage with academic texts - Formulate a theoretical framework - Define and operationalise relevant concepts - Create a conceptual model and critically reflect on the linkages - Critically differentiate and choose an appropriate research design - Differentiate and apply qualitative data collection techniques - Critically reflect on data sources and data quality - Execute empirical qualitative research - Analyse qualitative, textual data - Write a research report and present this to an audience - Comprehend the ethical issues in qualitative research
Assessment	Assignment, exam, participation, presentation, reflection paper

Title of course	Statistics I
Course unit type	Skills lab
Course content	<p>Practical knowledge of statistics is a fundamental skill for researchers in all scientific disciplines. The recent growth of Big Data Applications and Data Science only enhances the need for students to have solid theoretical knowledge of statistical analysis to help them understand their own data as well as the analyses performed by others.</p> <p>The aim of Statistics I is to engage students with the fundamental concepts of statistical analysis and basic tools in statistical analysis using descriptive and univariate analysis, and research data management. Starting with the theoretical background of statistics, students are taught to engage critically with data-set characteristics; samples and populations, sampling strategies, and correlations. Subsequently, characteristics of the data in the data-set are discussed, dealing with measurement levels, central tendency, dispersion, distributions, and generalisations using the central limit theorem. The final part of the course focuses on statistical inference using techniques such as: t-test and difference of proportion test, and an introduction to linear regression.</p> <p>Throughout the course, students are required to use R for their statistical analysis. A working knowledge of R, with its large developer support and comprehensive library of basic and cutting-edge statistical packages, means students will be able to easily transition from basic to more advanced statistical tools. R also provides interfaces from R to Python, and from Python to R, which allows students to easily transfer their knowledge between Statistics I, and Introduction to Programming and Introduction to Data Science. Throughout the course, students will be taught to follow best-practices using the “tidyverse” principles, in data management and transformation, analysis, and visualisation.</p>
Literature	<p>Compulsory literature</p> <ul style="list-style-type: none"> - Diez, D. M., Barr C. D., & Çetinkaya-Rundel, M. (2016) <i>OpenIntro Statistics</i> (open-access through https://www.openintro.org/stat/) - Grolemund, G., & Wickham, H. (2017). <i>R for Data Science</i>. Sebastopol, CA: O’Reilly Media Inc. (open-access through http://r4ds.had.co.nz/)
Course learning outcomes	<p>Upon the successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - Understand data sampling including sampling techniques, advantages and drawbacks, and generalisability - 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 - Interpret the results - Report and reflect on method, data, and results
Assessment	MC tests, take home exercises, presentation, final essay, active participation

Courses year 2 and year 3

MAJOR: Responsible Governance	
Political Science track	<ul style="list-style-type: none"> - Key Political Thinkers: From Antiquity to Modern Political Theory (100) - Comparative Political Systems (200) - Governance and EU law (200) - Global Environmental Governance (300)
Economics track	<ul style="list-style-type: none"> - History of Economic Thinking (100) - Behavioural Economics (200) - Globalization & Development Economics (200) - 22nd Century Economy (300)
MAJOR: Responsible Humanity	
Psychology track	<ul style="list-style-type: none"> - Applied Social Psychology (100) - Psychological Perspectives on Leadership and Organisations (200) - Consumer Psychology (300) - Inter-group Relations (300)
Global Health track	<ul style="list-style-type: none"> - Diversity, Intersectionality and Global Health (100) - Responsible Activism and Global Health (100) - Global Equity and Resilient Health Systems (200) - Worldwide Analyses of Global Health Issues (300)
MAJOR: Responsible Planet	
Earth & Environment track	<ul style="list-style-type: none"> - Ecosystem Processes (100) - Climate Change: Land, Earth & Water (200) - Climate Data and Services (300)
Energy track	<ul style="list-style-type: none"> - Introduction to Sustainable Energy Transition (100) - Homes and Cars: Technologies, Citizens and Energy Transition (200) - Petrocultures in Transition (300)
Skills Lab	
	<ul style="list-style-type: none"> - Personal Leadership Lab - Statistics II
Major requirements & electives	
	<ul style="list-style-type: none"> - Ethics & Global Responsibility (requirement) - The Birds and the Bees: Knowledge Infrastructures for Monitoring Sustainability (100) - Information Technology and its Implications (100) - Topics on Data Science (200) - Language & Culture II: Ethnographic theory and practice (200) - Sustainable Tourism (200) - Planetary Health (300) - Local Cultures and Global Commodities (200) - Topics on Data Science (200)

Visit the [online course catalogue](#) for detailed information!

Unique features



Living Labs

The Living Lab research internship is a unique feature of the GRL programme and provides you with the opportunity to apply your academic knowledge and skills in the real world. During the Living Lab, 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 professional skills (communication, collaboration, problem-solving, research). At the same time, 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. Previous Living Lab partners have been: *the Global Center on Climate Adaptation, the Municipality of Leeuwarden, the Fries Sociaal Planbureau, Amnesty International, House of Design, Buro Elodea, Friesland College and various Water Government institutions.*

Details

- Research internship
- 20 weeks: year 2 - semester 2
- Public and private stakeholders
- Supervisor at UCF and supervisor at the host organisation
- Work on local solutions for global challenges in groups of 2-4 students



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
- Pre-departure Intercultural Competencies training
- Partner universities in Europe, North-America, Latin-America, South-East Asia, East Africa and Oceania

Weekly schedule year 1 (example)

Term 1

	08:45 - 10:30	10:45 - 12:30	13:15 - 15:00	15:15 - 17:00
Monday	Academic Communication	Introduction to Programming	Volunteer at local environmental organisation	
Tuesday	Prepare for class		Politics, Power & International Responsibility	Go to the gym
Wednesday	Introduction to Programming	Work on group project for class		
Thursday	Study in the library	Academic Communication	Politics, Power & International Responsibility	Relax
Friday	Day off			

Term 2

	08:45 - 10:30	10:45 - 12:30	13:15 - 15:00	15:15 - 17:00
Monday	Prepare for class	Statistics I	Take an extra-curricular class in Spanish	
Tuesday	Explaining Human Behaviour	The Earth System	Work on group project	
Wednesday	Day off			
Thursday	Prepare a presentation	Statistics I	Study in the library	
Friday	Explaining Human Behaviour	Prepare for exam	The Earth System	Go to the gym

Term 3

	08:45 - 10:30	10:45 - 12:30	13:15 - 15:00	15:15 - 17:00
Monday	Day off			
Tuesday	Study in the library	Language & Culture I	Introduction to Sustainable Energy Transition	Relax
Wednesday	Work on group project for class		Principles of Economics	Prepare for class
Thursday	Language & Culture I	Volunteer at the elderly home in town		
Friday	Go running in the park	Principles of Economics	Introduction to Sustainable Energy Transition	Relax

Term 4

	08:45 - 10:30	10:45 - 12:30	13:15 - 15:00	15:15 - 17:00
Monday	Key Political Thinkers	Introduction to Global Health	Meet with fellow committee members to plan a trip abroad	
Tuesday	Relax	Qualitative Methods	Study in the library	
Wednesday	Introduction to Global Health	Work on group project		
Thursday	Prepare a presentation	Key Political Thinkers	Qualitative Methods	Go to the gym
Friday	Day off			

Legend:

Foundation
Skills lab
Major
Study
Extra curricular

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