

Prospectus

Master Philosophy, Politics and Economics

2018-2019

Faculty of Philosophy
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Opening hours for *students*

Monday to Friday 08.30 - 17.30.

Opening hours for *staff*

Monday to Friday 08.00 - 22.30.

Saturday and Sunday 09.00 - 17.00.

Course schedules

The course schedules can be found at roosters.rug.nl.

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Cover photo:
Rosie Pearce, photographed by Sylvia Germes

1 Practical information

The Student Portal at <https://studentportal.rug.nl/> offers useful information for all University of Groningen students. Our Faculty's news and announcements are published on: <https://student.portal.rug.nl/infonet/studenten/wijsbegeerte/?lang=en>

We have made a Handbook for International Philosophy Students, which you will receive from our international officer at the faculty welcoming and which will also be published at <https://student.portal.rug.nl/infonet/studenten/wijsbegeerte/studeren/>. All practical faculty information (on the academic year, course enrolment, schedules, tuition fees, housing etc. is available in the Studiegids Faculteit Wijsbegeerte 2018-2019 at: <https://www.rug.nl/filosofie/education/prospectus> (in Dutch). The University of Groningen has an Information Services desk for questions on matters such as registration, tuition fees, scholarships and immigration..See also the University of Groningen web pages for international students: <http://www.rug.nl/education/international-students/>

The Teaching and Examination Regulations (TER) and other rules and regulations can be found on the Study Info tab in the Student Portal under Advice, rules and regulations, see: <http://student.portal.rug.nl/infonet/studenten/>

2 Aims and objectives of the Philosophy Politics and Economics programme

The world today faces many complex problems and challenges. These challenges can be met most effectively by collaborative efforts within an interdisciplinary approach. Philosophical, political and economic dimensions of today's problems are fundamentally interconnected and must be studied in a unified way.

The goal of the programme is to impart to students the knowledge, insight, and skills in the field of PPE that will thoroughly prepare them for careers in organizations as diverse as national or international public administrations, governmental and non-governmental organizations, private businesses and banks, think tanks and research institutions. The programme equips students with the necessary attitudes, insights and skills to allow them to combine the knowledge and understanding from Philosophy, Politics and Economics with a creative and solution-focused approach to complex problems. Students will learn to review the political and economic complexities of organizational structures and theories on concepts like democracy, political power, collective decision-making, social deliberation and economic growth. In the PPE programme, critical reflection and applicability go hand in hand.

Learning outcomes

The general vision and objectives described above generate a number of qualifications that have to be attained by the graduates of the programme (see appendix 1). The learning outcomes of the programme are presented within the framework of the

Dublin descriptors. The learning outcomes are in line with international standards and comparable to the learning outcomes of other PPE Master programmes.

Knowledge and understanding

This first set of learning outcomes focuses on the students' acquirement of advanced knowledge and understanding of key concepts, theories, conceptual and formal methods of the field of PPE, as well as their history. This knowledge and understanding builds upon, extends and enhances a level of knowledge typically associated with a Bachelor's degree programme. Students have reached a level that provides a basis for originality in developing and applying ideas within a research context.

Applying knowledge and understanding

The second set of learning outcomes focuses on providing students with the skills needed to apply their knowledge and understanding. Students use insights from PPE to analyse, for example, conceptual and normative assumptions of arguments, to probe political legitimacy and power in decision-making and to assess how to implement policies efficiently and equitably.

Communication

Graduates are able to clearly communicate results, as well as the background knowledge and insights that have produced these results, to both specialist and non-specialist audiences. They are able to report on research in an academically standard way both orally and in writing and present opinions clearly to an audience of both colleagues and non-specialists. Graduates possess strong oral and written skills in English.

Learning skills

Graduates have acquired learning skills that allow them to further develop themselves in an autonomous and self-directed fashion. They have the ability to perform in the labour market, to conduct work of high academic quality within the appropriate work environment and to function in a group in a subject-related work environment. They are able to independently integrate new knowledge and understanding from the field of PPE into existing expertise in the context of continuous learning. Moreover, they have the ability to plan and implement activities independently, to learn effectively, to organize the time available and to keep deadlines.

Attitudes

Graduates have developed a critical, independent, creative, pro-active and resourceful attitude and will approach research with scientific and methodological rigour. Graduates are able to work together in multi-disciplinary and multi-cultural settings and are able to work with deadlines and with feedback. Graduates have developed an academic attitude that demonstrates academic integrity.

The Programme

The one-year Master consists of nine modules of 5 ECTS each and a 15 ECTS Master thesis. Three of these nine modules constitute the academic core of the programme: History of PPE, Methods of PPE and Theories of PPE. The two seminar courses run parallel to the Methods and Theories core courses. Four PPE electives and a Master thesis complete the programme.

	<i>1st Quarter</i>	<i>2nd Quarter</i>	<i>3rd Quarter</i>	<i>4th Quarter</i>
<i>Academic core</i>	Methods of PPE (5 ECTS)	History of PPE (5 ECTS)		
<i>PPE Seminars</i>	Theories of PPE (5 ECTS)	PPE Policy Seminar 1 (5 ECTS)	PPE Policy Seminar 2 (5 ECTS)	
<i>Electives</i>	Elective 1 (5 ECTS)	Elective 2 (5 ECTS)	Elective 3 (5 ECTS) Elective 4 (5 ECTS)	
<i>Thesis</i>				Master Thesis (15 ECTS)

Core Modules

In the Methods of PPE, module students learn to understand and apply the conceptual and formal methods of statistics, decision theory, game theory, social and public choice theory. They also learn the limitations of particular PPE methods, and learn how to frame problems and research questions in PPE areas, and select an appropriate method. The main aim of this course is to deepen the students' understanding of the main quantitative and qualitative methods used in contemporary PPE research and applications.

In the module History of PPE, students learn to understand and critically reflect on the main historical traditions relevant to PPE. This course provides an in-depth reading of the key texts from the history of PPE, including Plato and Aristotle on political authority and governance, and Hobbes, Locke, Hume, Smith and, Rousseau on justice and equality, and modern developments such as the rise of capitalism, Marxism, and utopian socialism, which are important to understand key debates in the 19th and 20th centuries about capital, economic growth, democracy and private property.

In the Theories of PPE module, students learn to understand and critically reflect on key concepts and theories in PPE, including rationality, utility, efficiency, equality and fairness, and to apply these concepts and theories to issues such as productivity, compensation, property rights, social security, markets, intergenerational justice, environmental policy, industrial policy, collective action, and voting, and report orally

and in writing on these applications. In this module, students also debate and discuss fundamental theoretical and empirical assumptions of the major theories of PPE.

Policy Seminars

The aim of PPE Seminars is to give students the opportunity to apply the methods and theories they simultaneously learn in the Methods of PPE and Theories of PPE modules to a concrete policy issue at hand. Students will work in teams of a maximum of four, and topics will be announced by the instructor during the first meeting. Topics will be of immediate current interest such as, for instance, migration, globalization and solidarity, corporate responsibility, deliberation and democracy, etc. Students will use tools from logic, probability theory and statistics to analyse the validity of arguments that various sides in policy debates put forward. The general aim of both PPE Policy seminars seminars 1 and 2 is to allow students to deepen their understanding of the tools from decision theory, game theory, social choice and public choice theory to design models of particular policy issues, as they will collect, combine and analyse background data as well as retrieve and interpret relevant social scientific research using, among other things, methods from behavioural economics and political science that they have encountered in the Methods of PPE module. In addition, students will study policy issues in terms of rationality, utility, efficiency, and fairness, thereby deepening their understanding of the themes encountered in the Theories of PPE module.

Electives

The electives provide students with the opportunity to explore PPE topics of their choice. Students can choose courses from a list of electives especially designed for the PPE programme, in which philosophical, political and economic perspectives are combined. They enable the students to deepen and/or broaden their knowledge of particular multidisciplinary PPE topics and areas of their interest. Students can also choose disciplinary electives from a predetermined list of master courses offered by the participating faculties or select their own electives, in consultation with the programme coordinator (Andreas Schmidt). These can be courses on philosophy, political theory or economics or other courses relevant to PPE.

Overview master courses

Detailed information on the courses can be found in at the end of this brochure. The numbers in the list correspond with the course numbers at the end of this brochure.

Quarter		Offered by	Number
<i>Core Courses</i>			
1	Theories of PPE	PPE	1

1	Methods of PPE	PPE	2
2	History of PPE	PPE	3
2	PPE Policy Seminar 1	PPE	4
3	PPE Policy Seminar 2	PPE	5
4	Master thesis	PPE	6
<i>Electives</i>			
1	Philosophical Perspectives on privacy and surveillance	PPE	24
1	Business Ethics	EC	3
1	Emerging Markets (MSc)	EC	14
1	Environmental psychology	PS	15
1	Economic Development	EC	11
1	International Banking and Finance	EC	20
1	Argument and compromise	FI	1
1	Theories of networks and sustainable cooperation	SOC	29
1-2	Research Seminar: IPE of Global Financial Markets (10 ECTS)	IR	26
2	Evolutionary game theory	PPE	16
2	Cultural Psychology	PS	9
2	History of Political Philosophy: Plato's Republic	FI	18
2	The Responsibilities and Rights of Organizations	PPE	28
2	Capita International Political Economy	IR	4
2	Cognitive psychology, theory and applications	PS	5
2	Economic Growth in History	EC	13
2	Global Finance and Growth	EC	17
2	Money, Finance and the Economy	EC	23
2	Power and Leadership	PS	25
2	Responsible Finance and Investing	EC	27
2	Trade, Environment and Growth	EC	30
2	Theories of causation	FI	32
3	Social Epistemology of Science	FI	31
3	Modernity as Dominance	FI	21
3	Comparative Corporate Governance	EC	6
3	Country Studies	EC	8
3	Economic Geography	EC	12
3	Bruno Latour and the actor-network theory	FI	2
3	Monetary Policy and Financial Regulation	EC	22
4	Democratising Method, or the Classical Pragmatists on Truth and Democracy	FI	10
4	Consequentialism	FI	7
4	Inclusive Finance	EC	19
4	Causal Modeling	FI	33

Electives are offered by: the PPE programme, the master programmes of Philosophy (FI), of Economics and Business (EC), of Psychology (PS), Sociology (SOC) and International relations (IR). This list of electives is not comprehensive. Students may also choose other electives.

Registering for courses

Progress WWW is the official internet application for enrolment for courses and exams and for the registration of study results. You find ProgressWWW by going to

<https://progresswww.nl/rug/>, or by logging in to My University. You use your student number and password to log in to ProgressWWW.

This is how you register for modules in ProgressWWW:

- If necessary, click 'Switch to English Language'
- Log in with your student number and password
- Click 'enrolling' at the top
- Select your faculty on the left
- Click on the right phase: Master
- Now a list of available courses appears
- Check the box of the courses you want to take and click on 'enroll'.

To de-register for a course, you check the box of a module in your course overview on the right side of the screen and click 'deregister'. Your enrolment/deregistration will be confirmed by e-mail to your student e-mail account.

If you have any difficulties enrolling for one or more courses, please contact the study advisor, Janine Weeting at fil-study-advisor@rug.nl.

Internship

Students may also choose to do an internship. Organizations at which students can take up an internship include businesses, banks, government organizations, newspapers and NGOs. Depending on the type and length of the internship, credit will be given up to a maximum of 10 ECTS. The internship must be approved by the student's mentor and the programme coordinator. The KCF (Kenniscentrum Filosofie/Knowledge centre philosophy) is the faculty's internship support centre and can help students find suitable internships.

To facilitate, guide and monitor the student's progress during the internship, two supervisors are appointed: one from the PPE programme and a supervisor from the setting of the internship. The practical supervisor fulfils the function of an important advisor, available for regular feedback and has to have affinity with, and knowledge of the internship assignment. The supervising PPE programme member conducts an interim evaluation and will judge the internship on the basis of the student's written internship report.

Master thesis

In the Master thesis, students demonstrate their ability to carry out research independently in the field of PPE and to produce a written report on their research. They show that they possess sufficient knowledge, understanding and skills in the field of PPE to take part in an academic discussion and make a contribution to the discipline. Students show they are able to formulate and delimit a problem and that they can gather, study, evaluate and structure relevant material as well as choose and substantiate a suitable research method and formulate a clear and systematic argument. Students demonstrate their ability to draw conclusions from their own

research; to apply bibliographical skills and to communicate orally as well as in writing on the various aspects of the thesis.

The student takes the initiative with regard to the Master's thesis by seeking contact with a lecturer as the prospective first supervisor. This can be a PPE lecturer or a lecturer from one of the participating faculties (Philosophy, Economics and Business, Behavioral and Social Sciences, etc.). In case the student chooses a non-PPE first supervisor, they should contact the programme coordinator (Andreas Schmidt) before starting the thesis. The supervisor will ask an additional assessor to be assigned. In case of a non-PPE first supervisor, the additional assessor will act as a second supervisor. The student submits a thesis proposal (setting out the subject, approach and sources) to the supervisor(s) for approval. Once the proposal has been approved by the supervisor, the student and supervisor draw up a supervision plan. Once the thesis has been approved by the supervisor, the additional assessor assesses the thesis and grades it as either 'Acceptable' or 'Unacceptable'. When the additional assessor has given his or her approval, the examination can be requested and the thesis discussion (between the student and both the supervisor and additional assessor) can be organized.

A detailed description of the master thesis regulations and procedures can be found in the Master Thesis Protocol, available on the Study Info tab on the Student Portal:
<http://student.portal.rug.nl/infonet/studenten/>

PPE Course descriptions

Core Courses

1. THEORIES OF PHILOSOPHY, POLITICS AND ECONOMICS

code	FI184PPET
objectives	To develop an interdisciplinary perspective on liberal democracy. To be able to apply these to contemporary problems using insights from economics, political science and philosophy.
contents	Liberal democracies are characterized by institutions such as the state, citizenship and elections, as well as property, money and the market. These are meant to secure a tolerant and just society. This course explores libertarian and egalitarian theories of justice. And it examines what institutions are as well as how they should be structured in order to secure liberal values such as equality, freedom and autonomy. To this end, it employs insights from philosophy, political science and economics.
lecturer	prof. dr. F.A. Hindriks
programme	Ma Philosophy and Education, Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
literature	· <i>Papers</i>
language	English

2. METHODS OF PHILOSOPHY, POLITICS AND ECONOMICS

code	FI174PPEM
objectives	Students gain insight in a number of key methods in PPE research. They are able to critically assess these methods and apply them judiciously in a variety of domains of application.
contents	The course places a number of important research tools into the PPE context: decision theory and statistics, social choice and game theory, impact analysis and causal modeling. The first part of the course focuses on epistemic considerations about economics and political science, the second part focuses on social phenomena and policy making. These parts come together in a third part, in which we look at evidence-based policy making.
coördinator	prof. dr. J.W. Romeijn
lecturer	prof. dr. J.W. Romeijn
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
literature	· <i>Reader with articles and book chapters (made available on Nestor)</i>

language	English
format	lecture Lectures and essay discussions
assessment	essay, oral exam Essays and feedback / oral examination

3. HISTORY OF PHILOSOPHY, POLITICS, AND ECONOMICS

code	FI174PPEH
objectives	Upon completion of the course the student have: <ul style="list-style-type: none"> · advanced knowledge and understanding of some key moments in the history of PPE · Upon completion of the course the student are able to: · explain and critically reflect on some key moments in the history of PPE · explain and critically reflect on the views of major philosophers including Aristotle, Hobbes, Hume, Smith and Marx, as well as more modern authors such as Jevons, Keynes and Hayek. · critically compare the contributions of these traditions and authors on debates concerning issues such as capital, class, consumption, democracy, equality, government, information, growth, justice, labour, market, money, paternalism, political authority, private property, society, taxation, trade, value, voting, wages, wealth · report on research in an academically sound way both orally and in written form.
contents	While the name of 'PPE' dates back to the early 20th century, the combined study of philosophical, political and economic questions is at least as old as Plato and Aristotle, and today's PPE research frequently refers to these historical predecessors. This course provides an in-depth reading of some key texts from the 'long' history of PPE. We examine Aristotle and its medieval reception on political authority and governance; Machiavelli on forms of government and 'Realpolitik'; Hobbes' political philosophy and its modern interpretations; Adam Smith and the invisible hand. We deepen our understanding of the key debates in the 19th and 20th centuries about economic growth, structural and social change, capital and labour (Smith and Marx), choice and freedom (Jevons) and Keynes and Hayek on information, uncertainty and private property, the state and democracy.
lecturers	prof. dr. L.W. Nauta, dr. B.P.A. Gales
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	· <i>Reader with primary texts and articles</i>
language	English
format	lecture, seminar

lecture, seminar

4. PHILOSOPHY, POLITICS AND ECONOMICS, POLICY SEMINAR 1

code	FI174SEMP1
objectives	The aim of this module is to give students the opportunity to apply PPE methods and theories to concrete policy issues.
contents	The general aim of both Policy seminars 1 and 2 is to allow students to deepen their understanding of the tools from decision theory, game theory, social choice and public choice theory to design models of particular policy issues, as they will collect, combine and analyse background data as well as retrieve and interpret relevant social scientific research using, among other things, methods from behavioural economics and political science that they have encountered in the other modules. In addition, students will study policy issues in terms of rationality, utility, efficiency, and fairness, with particular attention to issues of productivity, compensation, and social security; intergenerational justice, environmental policy, and industrial policy; and collective action, and voting, thereby deepening their understanding of normative PPE topics. In PPE Policy Seminar 1, emphasis will be on the role of beliefs and other cognitive attitudes of citizens, consumers, organizations, etc. Here is a (non-exhaustive) list of topics: We will look into cutting-edge research in economics on 'motivated belief', that is, the phenomenon that people adopt beliefs not because they are true, but for other reasons, and relate this to discussions about fake news. We consider the phenomenon of testimonial injustice, which captures cases where members of disadvantaged groups are assigned lesser credibility out of sheer prejudice. And we will study new research on epistemic virtues, and make it applicable to such contexts as finance and consumer behaviour.
coördinator	prof. dr. B.P. de Bruin
lecturer	prof. dr. B.P. de Bruin
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	· <i>Made available through Nestor</i>
language	English
format	workshop Lecture/tutorial

5. PHILOSOPHY, POLITICS AND ECONOMICS, POLICY SEMINAR 2

code	FI174SEMP2
objectives	Upon completion of the course, the student is able to apply the key concepts and theories of PPE to concrete policy questions; connect these concepts and theories with the main qualitative and quantitative methods of PPE; identify appropriate concepts, theories and methods

for complex problem-solving tasks; gather and organise information and evaluate its relevance to the case at hand; interpret, analyse and make sensible use of the information; process information in organised, structured argumentation; use insights from PPE to analyse conceptual and normative assumptions of arguments; present relevant information in an accessible and analytically rigorous manner in a policy report.

The topics will be economic inequality and democracy. At the end of the seminar, students will have gained significant knowledge of empirical issues around inequality and democracy and a good understanding of potential promises and shortcomings of policy proposals meant to tackle inequality or improve democratic institutions.

contents In the policy seminars students get the opportunity to apply the theories they learn in Methods of PPE but particularly in Theories of PPE to a concrete policy issue at hand, making use of the key methods and theories with which they have been acquainted in semester Ia and Ib. In this policy seminar, we will focus on two policy issues in depth, namely economic inequality and democracy. The aim is to understand relevant social and economic phenomena empirically, apply the normative and conceptual tools learned in previous classes and to discuss policy proposals aimed at tackling inequality or improving democratic institutions. In the final third, students present policy reports on related policy issues.

lecturer dr. A.T. Schmidt
programme Msc Philosophy, Politics and Economics
phase master
period semester II a
credits 5 EC

literature

- *A reading list will be provided before the seminar.*
- Harvard University Press, 2015, Among other things, we will read chapters from Anthony B. Atkinson, *Inequality*
- Princeton University Press, 2017, and Christopher H. Achen and Larry M. Bartels, *Democracy for Realists: Why Elections Do Not Produce Responsive Government*
- *No books need to be purchased ahead of class*

language English
format workshop
 Seminar

prerequisites Theories of PPE, Methods of PPE

6. MASTER THESIS

code FI174S15

objectives In the Master thesis, students demonstrate their ability to carry out research independently in the field of PPE and to produce a written report on their research. They show that they possess sufficient

knowledge, understanding and skills in the field of PPE to take part in an academic discussion and make a contribution to the discipline.

Students show they are able to formulate and delimit a problem, and that they can gather, study, evaluate and structure relevant material as well as choose and substantiate a suitable research method and formulate a clear and systematic argument. Students demonstrate their ability to draw conclusions from their own research; to apply bibliographical skills and to communicate orally as well as in writing on the various aspects of the thesis.

programme	Msc Philosophy, Politics and Economics
phase	master
period	semester II b
credits	15 EC
language	English

Electives

1. ARGUMENT AND COMPROMISE

code	FI184JL
objectives	Upon completion of the course, the student: <ul style="list-style-type: none">· Has global knowledge and understanding of the role of argument in a number of dialogue types, such as inquiry, deliberation, persuasion dialogue, and eristic (polemic) dialogue.· Has detailed knowledge and understanding of some theoretical perspectives on the role of argument and criticism in negotiation dialogue and the formation of (political and other types of) compromise.· Can critically reflect on a number of key philosophical concepts, such as: argument, criticism, concession, compromise, disagreement, equivocation, fallacy, integrity, one-sidedness.· Can test and critically discuss practical deliberation and / or negotiation formats.· Can apply the concepts and theories to a small-scale research on a self-selected research question, in consultation with the coordinator, and· Can report orally and in an essay about the outcomes of this research.
contents	In this course, we discuss the philosophical background of dialogical approaches to argument and criticism, and apply these in particular to settings where people try to negotiate a compromise or where they need to justify and defend a, for example political, compromise. Special topics are: (1) Types of dialogue; (2) The ways of criticism; (3) Reasons to turn to negotiation; (4) Reasons with which to persuade competitors at the negotiation table; (5) Arguments to justify negotiated compromise towards one's supporters or clients; (6) The design of practical deliberation and negotiation formats. Recurring questions are: what makes an argument or a critical response cogent, valid, sound, convincing, or legitimate, rather than implausible, invalid, defective, ineffective or fallacious?; how are discussants to deal with faults, fallacies and flaws?; how to design discussions that balance competition and cooperation and that make proper use of diversity?
coördinator	dr. J.A. van Laar
lecturer	dr. J.A. van Laar
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I a
credits	5 EC

literature	· <i>Digital reader</i>
language	English
prerequisites	None required, but contact the coordinator if you did not take a previous course on logic, argumentation or critical thinking.

2. BRUNO LATOUR AND THE ACTOR-NETWORK THEORY

code	FI174BL
objectives	Extended knowledge of Bruno Latour's oeuvre – founding father of the Actor-Network Theory
contents	Bruno Latour is among the most important figures in contemporary philosophy and social science. His ethnographic studies have revolutionized our understanding of areas as diverse as science, law, politics and religion. To facilitate a more realistic understanding of the world, Latour has developed a radically fresh philosophy and introduced a new approach in social science, 'Actor-Network Theory'. In seminal works such as <i>Laboratory Life</i> , <i>We Have Never Been Modern</i> and <i>An Inquiry into Modes of Existence</i> , rejecting the foundational distinctions of 'modern' Western thought – particularly the one between nature and society – Latour's 'empirical philosophy' provides alternative descriptions of the world we live in that have major consequences for our understanding of, e.g., the ecological crisis and the role of science in democracy.
lecturer	dr. J.A. Harbers
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester II a
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Books by Bruno Latour – to be distributed among course-participants</i> · Cambridge: Polity Press 2016. Series Key Contemporary Thinkers, Gerard de Vries, <i>Bruno Latour</i> (ISBN: 9780745650630), € 22.95
language	English
prerequisites	Alle Master-opleidingen Filosofie
remarks	<ul style="list-style-type: none"> · In the first half of the course we run through Latour's oeuvre by reading De Vries. Every week all students prepare 1 question / remark / comment about the text at hand. · In the the second half of the course we run a again through Latour's oeuvre – now by reviews of books by Latour, written and presented by students. · The course will be concluded by an essay, i.c. a personal evaluation of Actor-Network Theory / Latour's philosophy

3. BUSINESS ETHICS

code	EBM043A05
objectives	Upon completion of the course the student is able to:

1. identify morally relevant aspects of decisions, and identify one's responsibilities
2. analyze moral aspects of decisions
3. develop ways to resolve moral dilemmas
4. explain and apply main theories, arguments, and concepts from business ethics
5. explain and apply some theories and concepts from moral psychology
6. cope successfully with moral dilemmas in accounting, finance, management, marketing, and international business
7. distinguish moral issues concerning corporate social responsibility, customers, and environment
8. appraise moral role of the individual in an organization
9. report orally and in written form on moral decision making in business
10. discuss and debate moral issues in business.

contents

Bonuses, board diversity, consumer rights, corporate social responsibility, suggestive or deceptive marketing techniques, bribes to get international contracts—ethics is everywhere in business. But research in moral psychology shows that we often fail to see what is morally important about a situation. And if we do see it, we often don't know how to deal with it. And even if we know how to deal with it, we often don't act accordingly. For all sorts of reasons. This course takes a practical approach to business ethics. Its main objectives are to foster sensitivity to moral aspects of decisions; to teach analytic skills that help you take a position in moral debates and to give a reasonable justification for your position; and to develop ways to successfully cope with moral dilemmas and issues. We examine the main normative theories in business ethics, moral psychology, corporate social responsibility, customer relations, and the environment; we consider specific moral issues in accounting, finance, international business management, and marketing; and we approach these theories, arguments, and concepts in highly interactively ways, devoting significant part of the time to a number of important and well known cases from business ethics by means of collaborative in-class assignments.

coördinator

dr. R.O.S. Zaal

lecturers

dr. R.O.S. Zaal, J.A.M. de Grefte

programme

Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from Lund), DD MSc IB&M – NUBS, Newcastle (1.5-year) (electives DD MSc IB&M - NUBS, Newcastle (start Groningen)), DD MSc IB&M - Uppsala University, Uppsala (1,5-year) (electives B DD MSc IB&M - UU), DD MSc IFM – UU, Uppsala (1.5-year) (electives for students from FEB), MSc BA - Change Management (electives MSc BA Change Management), MSc BA - Health (electives B MSc BA Health), MSc BA

	- Organizational & Management Control/O&MC (electives MSc BA O&MC), MSc BA - Small Business & Entrepreneurship/SB&E (electives MSc BA SB&E), MSc BA - Strategic Innovation Management/SIM (electives MSc BA-SIM), MSc Finance (electives B MSc Finance), MSc Human Resource Management/HRM (electives B MSc HRM), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Economics & Business/IE&B (electives B MSc IE&B), MSc International Financial Management/IFM (electives MSc IFM), MSc Marketing (electives Marketing Intelligence), MSc Marketing (electives B Marketing Management), Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
literature	<ul style="list-style-type: none"> · Various, <i>Articles to be made available through Nestor</i> · Gibson, K., <i>Ethics and Business: An Introduction</i>, Cambridge U.P. (ISBN: 9780521682459), ca. € 30.00
language	English
format	lectures, tutorials
assessment	assignment(s), take-home test
remarks	Secretary: Grietje Pol, phone: +31 (0)50 363 3685, e-mail: g.pol@rug.nl, room: 5411.0836

4. CAPITA INTERNATIONAL POLITICAL ECONOMY

code	LYX051M05
objectives	<p>The learning outcomes (on an advanced level) of this course unit are the following:</p> <ol style="list-style-type: none"> 1. The student is able to acquire, organize and communicate knowledge about various theories, models, developments and aspects of, as well as of the role of different actors in, IR in general and specifically the specialization International Political Economy. 2. The student is able to approach research in a scientifically, socially and ethically responsible manner. 3. The student is able to critically assess research of himself/herself and of others. 4. The student is able to express himself/herself in a clear and coherent manner, both in oral and in written/typed form, using understandable and correct English or Dutch.
contents	<p>One introductory lecture: Development of International Political Economy (IPE) as a discipline of its own in International Relations (IR) (week 1). In addition, during the five seminar classes, students give group presentations on specific characteristics and developments in North American, British, Asian, Continental European and Latin American IPE approaches. Week 2: The North American IPE; Week 3 British IPE; Week 4 IPE in Asia; Week 5 Continental European IPE; Week 6 Latina American IPE. The course is concluded with a lecture on the current position of IPE within the discipline of IR.</p>

coördinator	prof. dr. H.W. Hoen
lecturer	prof. dr. H.W. Hoen
programme	Ma International Relations (International Relations and International Organization), Ma International Relations (International Relations and International Organization), Ma International Relations (International Political Economy), Ma International Relations (International Political Economy), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	<ul style="list-style-type: none"> · Benjamin J. Cohen, <i>Advanced Introduction to International Political Economy</i>, 2014.(Edward Elgar: Cheltenham) · Mark Blyth, With reservation: · <i>Routledge Handbook of International Political Economy (IPE). IPE as a global conversation</i> (Routledge: London) 2009 ·
language	English
format	seminar
assessment	presentation, written exam, written assignments
prerequisites	Admission to master IR
remarks	This course will also be taught in semester IIb.

5. COGNITIVE PSYCHOLOGY, THEORY AND APPLICATIONS

code	PSMCB-2
objectives	<p>Upon successful completion of this module, the students will</p> <ul style="list-style-type: none"> - have an overview of recent developments in cognitive psychology and neuroscience, - understand how fundamental research can be valorized and applied to practical problems.
contents	<p>In this course, recent developments in cognitive psychology and neuroscience will be discussed on basis actual themes in science and society (themes are set annually, but typically include topics as healthy ageing, lie detection, cognitive enhancement, and consumer research). Every week, students will get a group assignment to work on a valorisation proposal within a theme, which they present the next week. The course is concluded with writing an NWO Take-Off valorisation proposal.</p>
coördinator	dr. J. Jolij
lecturer	dr. J. Jolij
programme	Ma psychology (EN) (Ma psychology (Cognitive Psychology and Psychophysiology)), MSc Human-Machine Communication (C - Elective Course Units), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Journal articles available on-line</i>
language	English

format	peer review, seminar
assessment	dossier, essay, presentation, paper (individual) grade will be based on a) short reports on the weekly assignments, b) presentations, c) valorisation proposal
remarks	Knowledge of psychology at the bachelor level is assumed.

6. COMPARATIVE CORPORATE GOVERNANCE

code	EBM083A05
objectives	Upon completion of the course, the student is able to: <ol style="list-style-type: none"> 1. Describe the relevant aspects of corporate governance and the upper echelon theory. 2. Explain and summarize specific issues in the application of both to Multinational Companies from a comparative perspective. 3. Evaluate and critically review journal articles related to both in Multinational Companies from a comparative perspective. 4. Do empirical research on the antecedents and consequences of corporate governance failures. 5. Clearly analyze and report on the findings.
contents	In the upper echelons of multinational companies, important decisions are made with substantial effects on the future of the organization. These decisions are made by the board of directors, and the consequences can be significant both in a positive and a negative way. In this course, we will focus on two aspects of this decision making process. On the one hand, it is suggested that it matters who is a member of the board of directors in regard to what the outcome will be. On the other hand, boards are regulated by the corporate governance system already in place. Based on formal and informal rules and regulations, decision making is shaped and affects outcomes. To complicate matters even further, both board compositions as well as the corporate governance systems vary between countries. In this course, we will bring these three lines of research together and develop a deeper understanding of the processes at hand.
coördinator	dr. K. van Veen
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc IB&M – NUBS, Newcastle (1.5-year) (electives DD MSc IB&M - NUBS, Newcastle (start Newcastle)), DD MSc IFM – UU, Uppsala (1.5-year) (electives for students from FEB), MSc BA - Change Management (electives MSc BA Change Management), MSc BA - Organizational & Management Control/O&MC (electives MSc BA O&MC), MSc BA - Small Business & Entrepreneurship/SB&E (electives MSc BA SB&E), MSc BA - Strategic Innovation Management/SIM (electives MSc BA-SIM), MSc Finance (electives B MSc Finance), MSc Human Resource Management/HRM (electives B MSc HRM), MSc International Business & Management/IB&M (electives A MSc IB&M), MSc International Economics & Business/IE&B (electives B MSc IE&B), MSc

	International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester II a
credits	5 EC
literature	· Various, <i>Academic articles</i>
language	English
format	tutorials, self-study, lectures
assessment	assignment(s), presentation(s), written exam with open questions
remarks	Secretariat GEM: e-mail gem.feb@rug.nl, phone +31(0)50 363 3458, room 5411.0536 Coordinator: e-mail k.van.veen@rug.nl

7. CONSEQUENTIALISM

code	FI184AS
objectives	The aim of this course is to familiarise students with the main philosophical debates around consequentialism. At the end of the course, students should know about the historical roots of consequentialism and its most prominent contemporary versions, should understand the main arguments in favour and against consequentialism, be able to distinguish the different types of consequentialism and grasp the arguments that speak for and against them and be able to apply consequentialist reasoning to more applied ethical problems.
contents	Alongside deontology and virtue ethics, consequentialism stands as one of the three prominent approaches to ethics. Its basic idea is that the moral value of an act – or other things we want to evaluate, such as motives, rules and institutions – is determined by its consequences. In this course, we will try to understand the different varieties of consequentialism and consider the main arguments for and against consequentialism. The course starts with an overview of what consequentialism is and what different forms of consequentialism there are. We will then discuss a selection of some of the arguments for and against consequentialism. For example, is consequentialism too demanding as a moral theory? Can consequentialists be good friends? Is consequentialism compatible with a concern for rights, justice and fairness? We also discuss which forms of consequentialism are most plausible. Should consequentialists focus on actual or on expected consequences? Should consequentialists be rule, act or global consequentialists? Should consequentialism be scalar?
coördinator	dr. A.T. Schmidt
lecturer	dr. A.T. Schmidt
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master

period	semester II b
credits	5 EC
literature	· <i>Readings will be made available ahead of the class</i>
language	English
assessment	essay Students are examined based on one paper they write at the end of the course
prerequisites	Basic knowledge in ethics required

8. COUNTRY STUDIES

code	EBM093A05
objectives	Upon completion of the course the student is able to: <ol style="list-style-type: none"> 1. Synthesize the main findings in the academic literature on the determinants of growth. 2. Collect and evaluate the required data and information to write a country chapter. 3. Analyse the drivers of past and future economic growth. 4. Orally present own work and engage in academic debate with peers. 5. Write an individual thematic chapter of the country report. 6. Critically evaluate work of other students.
contents	<p>What are the opportunities and bottlenecks for economic development in a country? What are the lessons for government policies? In this hands-on course, you will focus in-depth on the causes and consequences of economic development in a specific country. As part of a small team, you will analyze one particular theme such as the education system, the business environment or the financial sector. Your analysis will be based on academic literature that discusses what makes a successful institution and statistical data sources. The literature on your theme will be introduced in thematic groups with members from other country teams. The analysis of your theme forms one chapter of the final country report.</p> <p>The insights from the different analyses by the group members are synthesized into a summary chapter to provide useful information for policy makers or multinational firms about the prospects for economic growth and doing business in your country. Together with your team, you will discuss the findings and policy or business recommendations from your report to the lecturers and other course participants.</p> <p>Your final course grade is based on an individual grade for the chapter you contribute to the country report; a grade for the quality of the feedback you provide to fellow students; a group grade for the summary chapter that synthesizes the other chapters; and a grade for your contribution to a discussion panel.</p>
coördinator	prof. dr. R.C. Inklaar
lecturers	prof. dr. R.C. Inklaar, prof. dr. B. Los, dr. A.C. Steiner, dr. A. Minasyan
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc Economics - Universidad de Chile, Santiago (1.5-year) (electives for students from

Chile), DD MSc IB&M – NUBS, Newcastle (1.5-year) (electives DD MSc IB&M - NUBS, Newcastle (start Newcastle)), DD MSc IE&B – Georg-August University, Göttingen (2-year), DD MSc IE&B - Lund University, Lund (2-year), DD MSc IFM – UU, Uppsala (1.5-year) (electives for students from FEB), MSc Economics (electives B MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Economics & Business/IE&B (electives A MSc IE&B), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics

phase	master
period	semester II a
credits	5 EC
literature	· Various, <i>Academic articles and statistical data available through the library</i>
language	English
format	lectures and tutorials, practicals Lectures, practicals, peer review, individual and group supervision
assessment	assignment(s), presentation(s) Individual and group assignment; peer review; individual oral presentations
prerequisites	Bachelor's degree in Economics and Business Economics or comparable qualification. Builds on knowledge of macroeconomics and economic growth.
remarks	Secretary GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0536 Coordinator: r.c.inklaar@rug.nl

9. CULTURAL PSYCHOLOGY

code	PSMSB-12
objectives	After the course, the students: <ul style="list-style-type: none"> - can analyze "culture" in a psychological (rather than geographical) sense, - can formulate questions fundamental similarities and differences between different members of different cultures, - can apply cultural-psychological theory and research about fundamental themes such as emotion, morality and self, - can translate theoretical and empirical knowledge about cultural psychology to practical 'everyday' and societal situations (e.g., coping with cultural differences on the workforce, immigration), - can use cultural-psychological theory and research to develop a novel and focused research question and hypothesis (through an obligatory assignment).
contents	The central theme of the course concerns the fundamental question whether humans, across and within cultures, are fundamentally different or similar in their psychology. The course is organized into different fundamental psychological themes, such as emotion, morality, self and identity, norms and social relationships,

acculturation and immigration, complemented with lectures about the purpose and practical utility of cross-cultural research. Thus, the course makes use of theory and research in cultural psychology that can be applied to everyday life (e.g., working with people from different cultural backgrounds) and to societal issues (e.g., immigration). It focuses on culture as a psychological (rather than a geographical) construct, which can be applied to any differences between groups of people that have consensus about what they believe to be valid and valuable in society.

The key message of the course is that although cultural-psychological theory and research has documented many specific differences between people, these specific differences can only be understood through their underlying general similarities. In many instances (e.g., emotion, morality, self-construal, social relationships), humans share the same fundamental processes but translate or otherwise use these differently, depending on the cultural context. This point of view that departs from similarity (rather than difference) suggests that most cross-cultural conflicts has roots in “being the same but acting in a different way”, which offers hope and scope for solving such conflicts.

coördinator	prof. dr. M. van Zomeren
lecturer	prof. dr. M. van Zomeren
programme	Course units for exchange students MSc level - Autumn semester (Sep-Jan), Ma psychology (EN) (Ma psychology (Applied Social Psychology)), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	· Smith, P.B., Fischer, R., Vignoles, V. & Bond, M.H. (2013). , <i>Understanding Social Psychology across Cultures. Engaging with others in a changing world.</i> London: Sage (ISBN: 9781446267110), ca. € 50.00
language	English
format	lecture
assessment	essay, written exam (essay), written exam (multiple choice)

10. DEMOCRATISING METHOD, OR THE CLASSICAL PRAGMATISTS ON TRUTH AND DEMOCRACY

code	FI184DM
objectives	· Acquire insight into the pragmatist school of philosophy and the conceptual displacements it implies in relation to philosophical questions about representation, truth, action, democracy. · Learn how to situate the pragmatists in the history of philosophy. · Ability to discuss and write about this body of philosophy.
contents	Philosophers have largely tended to treat truth as absolute. Classical Pragmatism sees truth, instead, as necessarily existing in the context of practical concerns. Peirce famously wrote that truth is “the opinion which is fated to be ultimately agreed to by all who investigate” (“How

to make our ideas clear”) and, in *Democracy and Education*, Dewey claimed that the view of progress as an approximation “to a final unchanging goal is the last infirmity of the mind in its transition from a static to a dynamic understanding of life”. It is through such claims that the pragmatists reconceptualize notions of truth, practice and action, and relate them to the democratic project. The course aims to critically analyze and disentangle such views, but also to attempt to make sense of how and why the pragmatists attempt to challenge what they reconstruct as the rationalist philosophical views on cognition as separated from action, and on truth as abstracted from inquiry.

We will read pieces from C. I. Lewis, Peirce, James and Dewey relevant to the questions and aims of the course.

programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester II b
credits	5 EC
literature	· <i>Relevant selection of selection of primary texts will be made available on Student Portal</i>
language	English
prerequisites	Familiarity with Philosophy and/or History of Philosophy. The course is open for students from other programs provided that they have taken some Philosophy courses before.

11. ECONOMIC DEVELOPMENT

code	EBM095B05
objectives	<p>Upon completion of the course the student:</p> <ol style="list-style-type: none"> 1. Has advanced academic knowledge and understanding of frameworks for analyzing economic growth and development 2. has the ability to interpret the interrelationships of the knowledge areas and can draw links between the findings in international scientific and subject-specific publications and relevant international developments in the area of economic growth. 3. has an investigative and critical attitude towards the possibilities and limitations of the science for social questions and developments and is able to take a standpoint from an ethical viewpoint. 4. knows the most important sources of international literature and keeps track of relevant (scientific) international publications in his or her field of study and keeps his or her knowledge at a sufficient level.
contents	Why are some countries poor and some countries rich? This course will introduce you to the debate about strategies for sustained growth and development in today’s world. Global economic growth has been rapid since the 1950s, but uneven across countries and major challenges to growth have appeared in the last decade. What were successful growth strategies in the past? Which policies have

contributed to this success? What are the new growth challenges ahead at the regional and global level and how can we cope with these? Based on the explanatory growth framework of Angus Maddison we delve into the possibilities of generating development. We discuss new global trends that provide both opportunities and challenges for growth and development, and end the course with an evaluation of possible policy options against this background. This will be done by in-depth study and discussion of major articles in this field.

coördinator	prof. dr. M.P. Timmer
lecturers	prof. dr. M.P. Timmer, dr. G.J. de Vries
programme	DD MSc IE&B – Georg-August University, Göttingen (2-year), DD MSc IE&B - Lund University, Lund (2-year), DD MSc IFM – UU, Uppsala (1.5-year) (electives for students from FEB), MSc Economic Geography (Economic Geography: Regional Competitiveness and Trade (track)), MSc Economics (electives B MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Economics & Business/IE&B (core programme MSc IE&B), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
literature	· Various, <i>Journal articles (to be announced)</i>
language	English
format	self-study, lectures, tutorials
assessment	written exam with open questions
prerequisites	BSc Economics, important note: intermediate-level knowledge of Economic Growth or Development Economics is needed.
remarks	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0536 Coordinator: m.p.timmer@rug.nl

12. ECONOMIC GEOGRAPHY

code	EBM094A05
objectives	Upon completion of the course the student is able to: <ol style="list-style-type: none"> 1. Obtain a thorough knowledge of recent developments in economic geography (which is an extension of modern trade theory) 2. Interpret the content of scholarly journal articles and answer questions related to those articles. 3. Reflect upon and position key developments in economic geography and discuss the link between the theory of economic geography and the empirics of the uneven distribution of economic activity over space. 4. Complete a computer simulation that applies concepts of Economic Geography.
contents	The geo-economic map of the world changes constantly. Globalization has led to a rapid increase of these changes in the location decisions of

firms. This course aims to provide students with a better understanding of the resulting changes in the geo-economic patterns of the uneven distribution of economic activity over space and the underlying strategic decision of firms to re-locate in (or offshore to) knowledge intensive clusters of economic activity. We discuss key theories and empirical evidence to understand these changes and, subsequently, discuss the firm level drivers of these changes.

coördinator	prof. dr. S. Brakman
lecturers	Guest Lecturer(s), prof. dr. J.H. Garretsen, prof. dr. S. Brakman
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc Economics - Universidad de Chile, Santiago (1.5-year) (electives for students from Chile), DD MSc IE&B - Lund University, Lund (2-year), DD MSc IFM – UU, Uppsala (1.5-year) (electives for students from FEB), MSc Economic Geography (Economic Geography: Regional Competitiveness and Trade (track)), MSc Economics (electives B MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Economics & Business/IE&B (electives A MSc IE&B), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester II a
credits	5 EC
literature	<ul style="list-style-type: none"> · Various, <i>In addition, recent state-of the-art articles will be selected (these will change on a year-to-year basis)</i> · Brakman, S., J.H. Garretsen, C. van Marrewijk, <i>The new introduction to geographical economics</i>, CUP ·
language	English
format	combined lectures/tutorials tutorials are, in fact, discussions/presentations of answers to questions by lecturers (these answers are handed in by students and form the basis of the discussion)
assessment	assignment(s), presentation(s), written exam
remarks	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0538

13. ECONOMIC GROWTH IN HISTORY

code	EBM101A05
objectives	<p>Upon completion of the course the student is able to:</p> <ol style="list-style-type: none"> 1. compare and align theories of growth with the facts of history. 2. critically assess main explanations for convergence and divergence. 3. analyze quantitative data and models. 4. reflect on and write about the topics mentioned applying high-level scholarly insights. 5. present individually and discuss academic papers in a scholarly setting.

contents	The aims of this module are to provide at an advanced level the sources and methods of quantitative economic history, together with a review of some major findings of economic historical research of interest to economists. This course deals with selected issues during the period of modern economic growth that is, from the industrial revolution until the present time. Within this time frame a comparison will be made between the nature of the growth process in Western Europe during the 19th and the 20th century and that of the post-World War II experience of the East Asian and Latin American countries. The course will address the issue of transferability or replicability of the European experience under different institutional and social conditions. Important questions include: How did globalization begin? When and why did it lead to development or underdevelopment, did it play a role in the great divergence in income between the West and the rest of the world. What was the impact of colonialism and free trade on these regions. What lessons does history teach to countries that want to catch up to the West today? The course focuses on important topics related to modern economic growth: technological progress / general purpose technologies, historical institutional analysis, globalization and the historical geography of economic development and Divergence Big Time: Economic growth since 1870. Students should achieve an understanding of both how economic historical research can be used to shed light on the current state of the economy and how economic analysis can sharpen our understanding of history.
coördinator	dr. J. Bolt
lecturers	dr. J. Bolt, D. Gallardo Albarrán
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc IB&M - Uppsala University, Uppsala (1,5-year) (electives B DD MSc IB&M - UU), DD MSc IE&B - Lund University, Lund (2-year), DD MSc IFM – UU, Uppsala (1.5-year) (electives for students from FEB), MSc Economics (electives A MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Economics & Business/IE&B (electives B MSc IE&B), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	<ul style="list-style-type: none"> · Various, <i>Selected articles from academic journals.</i> · Various, <i>Student's choice of articles from academic journals.</i>
language	English
format	combined lectures/tutorials, self-study
assessment	assignment(s), presentation(s)
prerequisites	Introductory bachelor course in Economic History or Development Economics (level: E. Helpman, <i>The Mystery of Economic Growth</i> , London, 2004; David N. Weil, <i>Economic Growth</i> , Singapore, 2009; C.I.

Jones, *Introduction to Economic Growth*, London, 2002; K.G. Persson, *An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present*, Cambridge, 2010).

remarks

Info: Dr Jutta Bolt, e-mail j.bolt@rug.nl

Secretary: Marianne Fry, e-mail m.fry@rug.nl, room 5411.0734

14. EMERGING MARKETS (MSC)

code

EBM085A05

objectives

Upon completion of the course, the student is able to:

1. Identify and describe:

- emerging markets
- emerging market multinational firms

2. Recognize and distinguish between the macro-, meso- and micro-level contingencies shaping firm behavior in emerging economies.

3. Describe and discriminate various forms of organizations in emerging markets such as private, family-owned, state-owned, and business group affiliated firms.

4. Distinguish, apply and evaluate theories of strategic management and international business to explain:

- firm behavior in emerging economies
- multinational firm behavior investing in to emerging markets, and investing out of emerging markets.

5. Analyze and synthesize information to solve business cases and real-world issue(s).

6. Relate logically arrived solution(s) to real-world issues with theory and formulate opinion.

7. Articulate and present opinion(s) in a written or oral form.

8. Evaluate alternate solutions to real world issues and select the most feasible option.

contents

The course provides a nuanced perspective on doing business in countries such as Brazil, Russia, India and China. Primary emphasis is on

- recognizing the uniqueness of the context characterizing the business environment in these economies, and
- how the context then shapes the nature and behavior of firms.

From an academic perspective, the course introduces students to recognizing and evaluating the assumptions and limitations of popular theories and frameworks commonly developed and applied in the context of developed economies.

For those interested in practical aspects of the course, real-life business situations in the form of case studies provide a firsthand experience of the multiple challenges faced by firms due to a rapidly evolving business environment, increasing global competition, and local constraints. The business cases reveal the thought processes of top managers and CEOs grappling with these problems.

coördinator

dr. S.R. Gubbi

lecturers

dr. S.R. Gubbi, L. Ge

programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc IB&M – NUBS, Newcastle (1.5-year) (electives DD MSc IB&M - NUBS, Newcastle (start Groningen)), DD MSc IB&M - Uppsala University, Uppsala (1,5-year) (electives A DD MSc IB&M - UU), DD MSc IFM – UU, Uppsala (1.5-year) (electives for students from FEB), MSc BA - Change Management (electives MSc BA Change Management), MSc BA - Organizational & Management Control/O&MC (electives MSc BA O&MC), MSc BA - Small Business & Entrepreneurship/SB&E (electives MSc BA SB&E), MSc Economics (electives B MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives A MSc IB&M), MSc International Economics & Business/IE&B (electives B MSc IE&B), MSc International Financial Management/IFM (electives MSc IFM), MSc Marketing (electives Marketing Intelligence), MSc Marketing (electives B Marketing Management), Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
literature	<ul style="list-style-type: none"> · Various, <i>Business cases</i>, download links will be made available · Various, <i>Published articles in academic journals and business magazines</i>, to be accessed using RuG library resources
language	English
format	lectures and tutorials, self-study
assessment	assignment(s), presentation(s), written exam The minimum requirement for obtaining a course grade is that a student has participated in some or all components of the course.
prerequisites	<ul style="list-style-type: none"> • Student is physically available at all times during the conduct of the course until the course grades are announced. • Student is able to work in a multi-cultural, multi-racial, gender-neutral group that is randomly organized. • Student has prior knowledge and understanding of international business and multinational working environment. • Student is able to read, comprehend and analyze academic case studies and company annual reports. • Student is able to synthesize factual data/information, identify patterns/trends, evaluate a business situation, and effectively communicate orally or in written form. • Student is familiar and able to extract relevant information from library sources such as Business Source Premier, Lexis-Nexis, and ORBIS database.
remarks	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0536

15. ENVIRONMENTAL PSYCHOLOGY

code	PSMSB-2
objectives	After attending this course, students will be able to:

- appraise the contribution of psychologists to promoting a sustainable society,
- explain the interactions between human and the natural and built environment,
- explain how environmental conditions affect human behavior and well-being,
- identify individual, social and cultural factors affecting environmental behavior,
- apply psychological theories, methods and interventions to understand and manage environmental problems,
- identify which interventions can be implemented to manage environmental problems,
- explain which factors affect the acceptability of environmental policies,
- reason why interdisciplinary research is needed to manage environmental problems.

contents

Human behaviour threatens environmental quality. How can we encourage people to act pro-environmentally, and how do environmental conditions affect our behaviour and wellbeing? Environmental psychology studies the transaction between humans and their natural and built environment. The first part of the course focuses on effects of environmental conditions on human well-being and behaviour. Amongst others, we discuss the effects of environmental stressors (such as noise, odour) and environmental risks (such as nuclear energy, flooding) on human behaviour and well-being. Also, the positive effects of nature on health and well-being are outlined. The second part focuses on effects of human behaviour on environmental quality. We discuss factors influencing environmental behaviour and factors influencing the effects and acceptability of environmental policy. We will particularly consider psychological aspect related to climate change and ways to promote a sustainable energy transition. Various experts in the field will give guest lectures.

coördinator

prof. dr. E.M. Steg

lecturers

guest lecturers, prof. dr. E.M. Steg

programme

Course units for exchange students MSc level - Autumn semester (Sep-Jan), Ma psychology (EN) (Ma psychology (Applied Social Psychology)), Ma psychology (EN) (Ma psychology (Environmental Psychology)), MSc Energy and Environmental Sciences (Optional Courses Year 2), Msc Philosophy, Politics and Economics

phase

master

period

semester I a

credits

5 EC

literature

· Linda Steg, Agnes E. van den Berg, & Judith I.M. de Groot, *Environmental psychology: An introduction* (ISBN: 978-0-470-97638-8), ca. € 35.00

language

English

format

lecture

assessment	written exam (essay)
prerequisites	This course is available for all RUG-master students. For non-psychology students there is an application form that can be obtained at the Student Service Desk of the Faculty BSS/GMW

16. EVOLUTIONARY GAME THEORY

code	FI184EGT
objectives	This course provides students with a friendly introduction to evolutionary game theory with a focus on applications in both the social sciences and philosophy. Students will learn the tools of evolutionary game theory and how they differ from other methods employed in the social sciences, as well as how to model and analyze various strategic scenarios. Students will also come to better understand how tools from evolutionary game theory can inform theorizing about social norms, conventions and the social contract.
contents	Game theory studies rational decision-making in interactive strategic scenarios. Evolutionary game theory describes the strategies people employ in strategic scenarios as a result of a learning process. Evolutionary game theory has been used by social scientists and philosophers alike to better understand social dilemmas, conventions, social norms and distributive justice. This course provides an introduction to evolutionary game theory and its applications in politics, philosophy and economics. We also discuss experimental results when relevant.
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I b
credits	5 EC
literature	· <i>Papers and book chapters will be provided electronically</i>
language	English
format	seminar
assessment	essay
prerequisites	No background knowledge in game theory or philosophy is presupposed.

17. GLOBAL FINANCE AND GROWTH

code	EBM150A05
objectives	Upon completion of the course the student is able to: <ol style="list-style-type: none"> 1. Reproduce and critically discuss theoretical views on the international financial system 2. Discuss and explain the logic of international monetary arrangements such as the Bretton Woods system or the Eurozone 3. Describe and explain the effects of policy actions such as interest changes or capital account liberalization.

	4. Describe and interpret the nature and consequences of international financial flows.
	5. Apply this knowledge and these theories to case studies such as global imbalances, financial crisis or the Euro-crisis.
contents	What is money? What is debt? What do banks do? How are financial relations between households and firms organized? And between states? How do financial flows relate to trade flows? What was the Gold Standard and the Bretton Woods system? What system do we have now? Why do countries have international reserves? What are shadow banks? How does the Eurozone work? Why was there a global financial crisis in 2007? Why was there a Eurocrisis? These are the questions we ask in this course. You will acquire theoretical and factual knowledge. You will learn a conceptual apparatus to discuss international finance problems. You will weigh different views on the international financial system.
coördinator	prof. dr. D.J. Bezemer
lecturers	J.A. Schasfoort MSc., dr. A.C. Steiner, prof. dr. D.J. Bezemer
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc IE&B - Lund University, Lund (2-year), MSc International Economics & Business/IE&B (electives A MSc IE&B), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
language	English
format	self-study, tutorials, lectures
	This course requires harder work than most Master courses – be prepared to spend about 15 hours each week (7 x 15 = 105 hours, still less than 5 ECTS). We use the Futurelearn platform. You learn by on-line activities (viewing, reading, discussing), through self-study, and in tutorials.
assessment	assignment(s) The grade is a weighted average of weekly quizzes and assignments. There is no final exam.
prerequisites	You should understand balance sheets, national accounting, the balance of payments system, and basic international macroeconomics (exchange rates, interest rates, capital flows)

18. HISTORY OF POLITICAL PHILOSOPHY: PLATO'S REPUBLIC

code	FI174AJ
objectives	This course aims to deepen students' understanding of the history of philosophy by studying a core text of ancient philosophy; to strengthen their ability to identify, interpret and evaluate philosophical arguments and ideas contained in a historical text;

to develop their ability independently to expound their own views, arguments, and criticisms in an academic paper, using relevant secondary literature.

contents This course focuses on one of the most important texts in the history of philosophy: Plato's Republic. In this work, written in the 4th century BCE, Plato develops radical ideas about the best way to organise a society, ideas that have had a tremendous impact down to the present day.

We will study what it says, why it is so important, and whether its arguments pass the test of criticism. Questions we will discuss include:

- why Plato thinks states and individuals are structurally similar;
- what justice is;
- why Plato thinks democracy is flawed;
- what criticisms have been leveled at it in antiquity (Aristotle) and in modern times (Popper).

lecturer dr. L.A. Joosse

programme Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy

phase master

period semester I b

credits 5 EC

literature · *Plato: Republic, translated by C.D.C. Reeve, Hackett Publishing, 2004. ISBN 9780872207363, Price: €15,95*
· *Selections of further texts to be read will be made available online.*

language English

format seminar

assessment essay

19. INCLUSIVE FINANCE

code EBM069B05

objectives Upon completion of the course the student is able to:

1. demonstrate ability to summarize current theories on the economics of microfinance, finance and development, inequality and financial inclusion.
2. apply analytical tools to deal with microfinance and financial inclusion issues in developing countries.
3. evaluate current debates on the importance of financial inclusion in the process of economic development.

contents The course is designed for MSc students with a background in (business) economics. The focus is on the role of finance in the process of development in developing countries, with a strong focus on microfinance and financial inclusion. The basis for the course consists of theories on financial development and the economics of microfinance which are applied to developing countries. Attention is paid to the opportunities and limitations of financial institutions in

developing countries in general, and microfinance institutions in particular. Questions regarding the functioning and performance of (rural) financial markets in the context of developing economies are raised and discussed. Specific topics include: Finance and Development; Finance and Inequality; the role of the state and why to intervene in credit markets?; the economics of microfinance; techniques to measure impact of financial interventions. The course contains main lectures, guest lectures and group oral presentations by students. The course is part of the focus area on finance and development together with the course “international finance and development”.

coördinator	prof. dr. B.W. Lensink
lecturers	prof. dr. B.W. Lensink, dr. A.M. Mueller, F. Cecchi PhD.
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) with limited access), DD MSc Economics - Universidad de Chile, Santiago (1.5-year) (electives for students from Chile), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from FEB), DD MSc IE&B - Lund University, Lund (2-year), DD MSc IFM – UU, Uppsala (1.5-year) (electives for students from FEB), MSc Economics (electives B MSc Economics), MSc Finance (electives A MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Economics & Business/IE&B (electives B MSc IE&B), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester II b
credits	5 EC
literature	<ul style="list-style-type: none"> · Armendariz, Beatrice, Jonathan Morduch, <i>The Economics of microfinance</i>, 2nd edition, MIT press, 2010 (ISBN: 9780262513982), ca. € 35.00 · Various, <i>List of academic papers</i>
language	English
format	lectures, tutorials and guest lectures
assessment	presentation(s), written exam with open questions
prerequisites	The course is open for all students with a Bsc in business or economics.
remarks	<p>The course can be followed as an elective for the different master programmes within the Faculty of Economics and Business and is open for a max of 8 Exchange Students.</p> <p>The course is part of the focus area on finance and development together with the course “international finance and development”.</p> <p>Secretary: Grietje Pol, phone +31 (0)50 3633685, e-mail: g.pol@rug.nl, room 5411.0836</p>

20. INTERNATIONAL BANKING AND FINANCE

code EBM096A05

objectives	Upon completion of the course the student: <ol style="list-style-type: none"> 1. Understands the fundamentals of money, credit and banking. 2. can describe, analyze and evaluate nonbank financial institutions, financial innovations and internationalization. 3. can describe, analyze and evaluate consequences for the economy's growth and stability. 4. can interpret theory and empirical findings of a scientific paper and critically evaluate them. 5. can effectively use this knowledge in open conversations, in debates and in writing.
contents	In this course we study internationally operating banks and other financial institutions from an institutional, evolutionary perspective, and with attention to their impacts on the economy. We start by studying money, credit and banking. We study consequences for the economy's growth and stability. We take a balance sheet approach to understanding each topic. Study materials include online lectures, empirical academic articles and policy papers.
coördinator	prof. dr. D.J. Bezemer
lecturers	prof. dr. D.J. Bezemer, Guest Lecturer(s)
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from Lund), DD MSc IB&M - Uppsala University, Uppsala (1,5-year) (electives B DD MSc IB&M - UU), DD MSc IFM – UU, Uppsala (1.5-year) (electives for students from FEB), MSc Economics (electives B MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Economics & Business/IE&B (electives A MSc IE&B), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
language	English
prerequisites	Intermediate quantitative methods, intermediate micro economics, intermediate macro economics, basic banking, accounting. Knowledge of econometrics (OLS, fixed effect models, limited dependent variable models) is recommended.
remarks	Secretariat GEM: e-mail gem.feb@rug.nl, room 5411-0534

21. MODERNITY AS DOMINANCE: ADORNO AND FOUCAULT

code	FI164MD
objectives	<ul style="list-style-type: none"> · Acquiring insight into the distinct conceptual characteristics of the Frankfurt School Critical Theory and the Foucauldian poststructuralist types of critique of modernity. · Getting acquainted with different views of the relation between these different types of critique.

contents	<ul style="list-style-type: none"> · Ability to discuss these bodies of theory in written and oral forms. Theodor Adorno and Michel Foucault both developed, in their distinct ways, radical critiques of modernity – as a regime of disciplining power rather than emancipation, upsetting the received optimistic angles to modernity. Adorno’s central concept was ‘instrumental reason’, Foucault employed concepts such as ‘micro-politics’ and ‘governmentality’. Both theoretical stances generated a host of commentaries, separately and in comparison. These hold different views of the relation between Adorno’s Critical Theoretical and Foucault’s poststructuralist forms of critique. <p>We will study parts from these two philosophers’ own works, as well as a selection from the secondary literature, with authors such as Axel Honneth, Seyla Benhabib, Paul Rabinow, Thomas Lemke, Lois McNay and various others. The two approaches clearly concur in certain respects, but what motives and premisses do they actually share, and where do they part company?</p>
coördinator	dr. J.A. Vega
lecturer	dr. J.A. Vega
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester II a
credits	5 EC
literature	· <i>A digital reader; a printed version will be made available</i>
language	English
format	discussion group
assessment	Discussion group; reports and presentations of readings essay, written assignment(s) In-between written assignments and final essay
prerequisites	Preferably several third year courses in social and political philosophy. When no such previous knowledge, consult the lecturer.
remarks	This course will consist of active student engagement and discussions rather than lectures. Students are expected to prepare the texts well, actively contribute to the sessions, and feel co-responsible for the intellectual process that a master course is. Weekly preparations are part of your obligations; mine consist in providing you with steady feedback, and theoretical context where necessary. You will thus be able to trace your own progress as to intellectual insight and philosophical writing skills throughout the course. The course adopts a no-screens policy: no digital devices are allowed in class.

22. MONETARY POLICY AND FINANCIAL REGULATION

code	EBM107A05
objectives	Upon completion of the course the student is able to:

1. Reproduce the ECB's monetary policy strategy and instruments, and gauge any forthcoming policy decision in the context of the strategy. Understand the global and European financial crisis (2007-2010) and the response of the ECB to this crisis.
2. Advise economic policymakers on the optimal monetary/fiscal/structural policy mix in individual EMU countries.
3. Carry out a comparative analysis of the pros and cons of financial intermediation through relationship banking versus arms' length market transactions.
4. Decide under which circumstances public policy intervention in the financial sector is warranted from the perspective of asymmetric information and/or systemic risk.
5. Shape the optimal form of financial regulation with the appropriate balance between macro-prudential stability, micro-prudential stability, and consumer protection.
6. Discuss policy implications from the recent financial crisis, for banks' solvency (Basel II, Basel III) and liquidity risk management.
7. Discuss the principles of and strategies behind macro-prudential regulation.

contents The course will discuss the following topics: European Economic and Monetary Union and the European System of Central Banks; European monetary policy (conventional and unconventional); global financial crisis; European debt crisis; European Banking Union; supporting policies needed in an incomplete monetary union, financial systems in the Netherlands, Europe, and worldwide; recent developments in the financial system and their mutual relationships; developments in prudential supervision of banks and other financial institutions; financial crises; macro-prudential supervision; systemic risk and financial stability.

coördinator prof. dr. J.M. Berk

lecturers S. Pool MSc., prof. dr. J.M. Berk

programme Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc Economics - Universidad de Chile, Santiago (1.5-year) (electives for students from Chile), DD MSc IFM – UU, Uppsala (1.5-year) (electives for students from FEB), MSc Economics (electives A MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Economics & Business/IE&B (electives B MSc IE&B), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics

phase master

period semester II a

credits 5 EC

literature

- Various, *Articles that will be announced on Nestor*
- Vives, X, *Competition and stability in banking 2016*, Princeton University Press, Princeton, chapters 2, 3, 4.1, 5, 7, 8 (157 pages)

(ISBN: 9781107539365), € 30.00

- De Grauwe, P., *The Economics of Monetary Union*, 2018, Oxford University Press, Oxford, 12th edition (ISBN: 9780198805229)

language	English
format	lectures
assessment	written exam with open questions
prerequisites	Open for all Master students
remarks	Only available on Friday. Coordinator: Prof. Jan Marc Berk, j.m.berk@rug.nl Secretary: Grietje Pol, g.pol@rug.nl, room 5411.0836

23. MONEY, FINANCE AND THE ECONOMY: THEORIES AND THEIR IMPLICATIONS

code	EBM164A05
objectives	- Analyze the role of money and banks in the economy, from three theoretical perspectives (Neoclassical, Post-Keynesian, Neo-Austrian). - Experience how theoretical perspective influences analysis and policy.
contents	There are four modules. In three two-week modules, Students analyze the role of money and banks in the economy, from three theoretical perspectives (Neoclassical, Post-Keynesian, neo-Austrian). In the fourth module, students experience how theoretical perspective influence policy analysis.
coördinator	prof. dr. D.J. Bezemer
lecturers	prof. dr. L.H. Hoogduin, prof. dr. D.J. Bezemer, prof. dr. E. Sterken
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), MSc Economics (electives A MSc Economics), MSc Finance (electives B MSc Finance), MSc International Economics & Business/IE&B (electives B MSc IE&B), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
language	English
format	assignment(s)
assessment	computer test, midterm exam(s) 'flipped classroom' homework, online learning, group-based explorative tutorials
prerequisites	Admission to the MSc Economics, MSc Finance and/or MSc International Economics and Business. Students need to master undergraduate macroeconomic models. There is a macroeconomics entry test. Note that a management/business/ bachelor will not give you enough grounding for this course.
remarks	Secretariat GEM: room 5411-0536 (Duisenberg building), Front Office: room 5411-0538, phone: +31 (0)50 363 3458, email: gem.feb@rug.nl

24. PHILOSOPHICAL PERSPECTIVES ON PRIVACY AND SURVEILLANCE

code FI174TS

objectives Topic specific objectives:

- to acquire knowledge about different conceptions of privacy, different arguments for the value of privacy and different approaches to studying privacy and surveillance,
- to acquire the ability to reason about the importance of different forms of privacy and to relate philosophical arguments to the public debate around that topic,
- to acquire the ability to reason philosophically about the relation between surveillance, privacy, power and justice,
- to acquire knowledge about how different practices of surveillance impact on personal and political rights.
- General philosophical objectives:
- to improve skills in identifying and evaluating philosophical arguments,
- to improve skills in finding relevant literature and to critically evaluate the arguments of different theories,
- to improve skills in communicating philosophical arguments in written form,
- to improve skills in summarizing philosophical arguments in the course of a presentation.

contents Surveillance and privacy are subject of controversies in contemporary societies, as both state actors (such as intelligence services) and corporations (such as Facebook and Google) collect enormous amounts of data about almost all citizens of most industrialized countries. These practices raise a number of questions of an ethical, social and political nature. In this course, we will take a philosophically informed look at these phenomena. In particular, we will draw on three distinct fields of inquiry to make sense of and to discuss the dangers and limits of surveillance: First, information ethics and privacy theory, i.e. accounts that argue that privacy has a moral value which is violated by surveillance. Second, political theory, i.e. accounts that argue that surveillance is a form of political power that needs to be constrained in a democratic liberal state. Third, sociological surveillance studies, i.e. accounts which analyze surveillance as a distinctively modern social phenomenon. We will ask questions such as: Is there a fundamental right to privacy? Does surveillance violate individual autonomy? Is privacy dependent on social contexts? What forms of power are created by surveillance? What types of surveillance regimes are there? Does surveillance lead to social inequality? Is there a difference between commercial and state surveillance? These questions will then serve to analyze actual practices and problems with contemporary surveillance regimes.

coördinator dr. U.T.R. Stahl

lecturer dr. U.T.R. Stahl

programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I a
credits	5 EC
language	English
format	seminar Seminar
assessment	essay, report/presentation presentation, essay. One obligatory, ungraded group presentation, an essay proposal and a final essay
prerequisites	Social and Political Philosophy 1 and 2 or equivalent knowledge

25. POWER AND LEADERSHIP

code	PSMAB-7
objectives	After this course students: <ul style="list-style-type: none"> - know the more relevant contemporary organizational psychological theories on power and leadership, - have a better understanding of the scientific articles in the power and leadership domain, - have insight in rhetorical tools in visionary speeches, - can use rhetorical tools in visionary speeches.
contents	In this course the more recent and relevant research insights related to the topic of power and leadership in organizations will be addressed. More specifically we will focus on the effects of power on perception and behavior, the 'dark side' of power and leadership, the constraints and opportunities related to charismatic and transformational leadership, gender and leadership, the personality characteristics of effective leaders, the relationship between emotions and leadership, and the use of vision and rhetoric.
coördinator	prof. dr. B.M. Wisse
lecturer	prof. dr. B.M. Wisse
programme	Course units for exchange students MSc level - Autumn semester (Sep-Jan), Ma psychology (EN) (Ma Psychology (Work, Organizational and Personnel Psychology)), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	· <i>Journal articles; List of articles will be provided via Nesor</i>
language	English
format	lecture
assessment	written exam (essay), written exam (multiple choice)

26. RESEARCH SEMINAR: INTERNATIONAL POLITICAL ECONOMY OF GLOBAL FINANCIAL MARKETS

code	LYX084M10
objectives	<p>Upon successful completion of the research seminars, a student is at least able to:</p> <p>L1. Acquire, organize and apply knowledge about various aspects of the track specialisation(s) linked to the research seminar, as well as about the role of different actors within these fields. (PLO 1.1, 1.3, 2.3, 5.1)</p> <p>L2. Develop a research plan with a clearly formulated problem definition, using one or more methods and techniques suitable for the research in the specific field of the specialisation track. (PLO 2.1, 2.2)</p> <p>L3. Act self-reliant and reliable in the execution of the tasks belonging to this course unit, and execute tasks in a scientifically, socially and ethically responsible manner. (PLO 3.1)</p> <p>L4. Critically assess research of oneself and of others. (PLO 3.1, 3.2, 3.3, 5.2)</p> <p>L5. Report on research choices and progress in a clear manner, with the help of ICT skills. (PLO 4.1, 4.3, 5.5)</p> <p>L6. Express oneself in a clear and coherent manner, both in oral and in written/typed form, using understandable and correct English or Dutch. (PLO 4.1, 4.2, 4.3)</p>
contents	<p>The PLO numbers correspond to the programme learning outcomes in the Teaching and Examination Regulations of the Master programme.</p> <p>Understanding the integration of financial markets is becoming increasingly essential for today's International Relations student. From the eurozone and the Greece crisis, to the rise of China and its relationship with the United States, to the implications of economic sanctions on nations like Russia and Iran, globally interconnected financial markets are playing a central role in the international system. This course has several primary objectives: The first is for students to be able to put the present day in its historical perspective, understanding how global financial relations have changed from the era of metallic standards to the present day. The second is to introduce students to competing ideas about financial growth and interdependence: do globalized financial markets promote more complete and efficient markets or a never-ending series of crises? The third is to improve students' analyses of major contemporary issues by examining them from the perspective of global financial markets. In particular, we will focus on the impact that global (and regional) financial integration has had on national systems.</p> <p>The course will be structured in the form of six lectures, a substantial research project, and a presentation (during the seventh lecture slot). The research project – to be presented to fellow students – must establish a cause-and-effect relationship focused on financial markets or financial institutions.</p>
lecturer	dr. G.W. Fuller

programme	Ma International Relations (International Relations and International Organization), Ma International Relations (International Political Economy), Msc Philosophy, Politics and Economics
phase	master
period	semester I
credits	10 EC
literature	<ul style="list-style-type: none"> · Barry Eichengreen, <i>Globalizing Capital, 2nd edition.</i> (Princeton: Princeton University Press, 2008) (ISBN: 0691139377) · Charles Kindleberger and Robert Aliber, <i>Manias, Panics, and Crashes: A History of Financial Crises</i> (New York: Palgrave Macmillan, 2011) (ISBN: 0230365353) · <i>Other readings to be partial assignments from books / articles that will be provided electronically</i> · Matthias Matthijs and Mark Blyth, eds, <i>The Future of the Euro,</i> (Oxford: Oxford University Press, 2015) (ISBN: 0190233249)
language	English
format	seminar, self-study (supervised) Seminar starts in week 2
assessment	presentation, written exam, written assignments
prerequisites	Admission to the master IR.
remarks	<p>Students have to complete two research seminars. See for more information the ‘brochure research seminars’ available on the Student Portal in June/July (first term) and December (second term).</p> <p>It is not possible to register for a Research Seminar via Progress. Registration takes place via the IRIO-organization between Monday 18 June 2018 13.00 hrs and Sunday 19 August 2018 23.59.</p> <p>The earlier you register, the more chance you have to being placed in the module of your first choice.</p> <p>For this course attendance is mandatory.</p>

27. RESPONSIBLE FINANCE AND INVESTING

code	EBM071A05
objectives	<p>Upon completion of the course the student is able to:</p> <ol style="list-style-type: none"> 1. Argue and analyze how firm financial performance is associated with corporate social responsibility and the other way round. 2. Argue and analyze how responsible investing and financing can be undertaken and integrated into asset management and balance sheet management. 3. Discuss and analyze what is responsible finance and investing and what are the main issues in this field. 4. Assess and analyze the drivers of responsible finance, banking and investing. 5. Assess and analyze the responsibility issues regarding finance, banking and investment.
contents	This course focuses on the role of non-financial attributes in production, especially the interaction between financial and social/environmental performance of firms, in particular financial

institutions, and the impact of this interaction on finance and investment decisions at the level of these firms and with respect to the investment portfolio. As to financing, it especially is appropriate pricing that will be discussed; as to investing, we investigate the impact of screening on performance. We highlight the costs and benefits of managing non-financial attributes and go into their pricing and into the consequences of inappropriate pricing. Student will be required to work on projects in which they try to come to grips with responsibility in financing and investing.

coördinator	prof. dr. L.J.R. Scholtens
lecturer	prof. dr. L.J.R. Scholtens
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from FEB), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from Lund), DD MSc Finance – UAIC of Iasi, Romania (2-year) (core programme for students from Iasi), DD MSc IB&M – NUBS, Newcastle (1.5-year) (electives DD MSc IB&M - NUBS, Newcastle (start Groningen)), DD MSc IB&M - Uppsala University, Uppsala (1,5-year) (electives B DD MSc IB&M - UU), DD MSc IE&B – Georg-August University, Göttingen (2-year), DD MSc IFM – UU, Uppsala (1.5-year) (electives for students from FEB), MSc Economics (electives B MSc Economics), MSc Finance (electives A MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Economics & Business/IE&B (electives B MSc IE&B), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	· <i>Set of articles from the academic literature</i>
language	English
format	combined lectures/tutorials, assignment(s), self-study
assessment	assignment(s), written exam The written exam has a mix of MC questions / essay questions / T-F questions
prerequisites	Students will have a BSc degree in Economics and/or Business, a decent background in Finance & Investing and a keen interest in both Environmental and Social issues and in Banking, Finance and Investing.
remarks	Secretary: Ellie Jelsema, phone: +31 (0)50 3633685, e-mail: e.t.jelsema@rug.nl, room 5411.0836

28. THE RESPONSIBILITIES AND RIGHTS OF ORGANIZATIONS

code	FI174FH
objectives	To know the major theories of corporate social responsibility and corporate moral agency

contents	To be able to apply these to contemporary problems using insights from economics, political science and philosophy Organizations make great contributions to contemporary societies, for instance by making profit, by creating knowledge, and by providing healthcare. However, they also cause great harm to people, to the planet, and sometimes even to profit – as the 2008 financial crisis revealed. This course explores which, if any, moral responsibilities and rights organizations have. It starts by investigating corporate social responsibility asking whether and if so how the responsibilities of corporations go beyond making profit, so as to include people (stakeholders) or the environment. The second question explored in this course is whether organizations are fit to be held responsible, and can be praised or blamed. The underlying issue here is whether they can be moral agents in their own right. The third question is whether organizations have moral rights. This is particularly controversial, as liberal societies subscribe to normative individualism, which entails that only human beings can have moral rights. It is, however, topical due to recent rulings of the US Supreme Court that extend freedom of speech and freedom of religion to corporations. In this way, it adds a political dimension to the course, which focuses initially on economic issues (profit, stakeholders) and philosophical issues (moral agency, praise and blame).
lecturer	prof. dr. F.A. Hindriks
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I b
credits	5 EC
literature	· <i>Papers (to be announced on Nestor)</i>
language	English
assessment	essay Essay (5,000 words)

29. THEORIES OF NETWORKS AND SUSTAINABLE COOPERATION

code	SOMASN02
objectives	After completion of the course, students (1) have an overview of main theoretical approaches in which social networks are used to explain sustainable cooperation and related phenomena at the individual and societal level; (2) are able to reconstruct the social mechanisms behind social network explanations in existing research; (3) can develop their own social mechanism based network explanations of selected societal phenomena.
contents	Social networks are inextricably linked to almost any aspect of human life. Some even claim that we live in a network society. It is therefore not surprising that meanwhile there seems to be a social network

explanation for almost anything, from obesity to revolutions. But what exactly is a network explanation? Despite the widespread use of the term “network theory, there is no coherent framework that would qualify as such.

The main objective of this course is to systematically review the theoretical foundation of current social network research, disentangle its major assumptions, identify its strengths and weaknesses, and assess its explanatory power in relation to other approaches. Theories of cooperation will be used as an exemplary case for this purpose.

The course is structured into three major sections. The first section provides an introduction into the foundations of structuralist explanations, and how they differ from other major theoretical paradigms. It reviews the theoretical micro-foundations behind the initiation, maintenance, and decay, of cooperative social relations and their outcomes. And it develops a conceptual model that will guide analysis in the subsequent parts of the course.

The second section analyzes the role of social networks for different levels of analysis, ranging from the individual to the population level of societies. Here, key phenomena and “outcomes” for four specific levels and their relation to networks are discussed. At the level of the individual, we examine the link between personal networks and important characteristics of individuals during different phases of their life course. How important is an individual’s social network when it comes to health and well-being, income, or success and failure in other domains of life? Conversely, how do such characteristics shape an individual’s social network?

At the level of natural groups and communities, we examine the interrelationship between social networks and group level phenomena, like different forms of collective action (e.g. joining cooperatives). What role do social networks play in getting and keeping collective action going? In turn, how does such group level cooperation impact the social network of its members?

At the level of organizations, we examine the role of networks for vital processes and outcomes within and between formal organizations, and in markets. How do informal networks impact knowledge sharing, prosocial behavior, or performance of teams, departments, and whole organizations? Do informal networks make inter-organizational cooperation more successful? And how do formal organizational structures affect the informal ties in and between organizations?

At the level of populations and large-scale collectivities, like nation states, we have a closer look at how social networks help us to better understand societal level phenomena, like segregation, inequality, or opinion dynamics?

The third section takes stock and attempts to synthesize the findings obtained during the previous steps. What does a network lens add to our understanding of individual, group, and societal level phenomena,

	in particular sustainable cooperation? What are the ingredients of a good “Theory of Networks”?
coördinator	prof. dr. R.P.M. Wittek
lecturer	prof. dr. R.P.M. Wittek
programme	Course units for exchange students MSc level - Autumn semester (Sep-Jan), Ma sociology (Ma sociology (Social Networks in a Sustainable Society)), Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
language	English
format	lecture, seminar
assessment	paper (individual)

30. TRADE, ENVIRONMENT AND GROWTH

code	EBM097A05
objectives	<p>Upon completion of the course the student is able to:</p> <ol style="list-style-type: none"> 1. Analyze and compare scientific papers with applications of input-output analysis (in the areas of trade, environment, and growth) 2. Identify cases (in the areas of trade, environment, and growth) where input-output techniques can be applied meaningfully 3. Analyze and interpret the information that is contained in an input-output table 4. Critically evaluate the working of the input-output model and its applicability in potential applications 5. Write simple computer programs to run the model 6. Apply (including the actual computations) the input-output techniques to simple questions 7. Carry out an input-output analysis of a real world problem and reflect on the plausibility and relevance of the results and conclusions
contents	<p>This course (for which some basic knowledge of matrix algebra is indispensable) applies input-output analysis to issues on trade, on environment, and on growth. For the production of commodities and services, industries depend on other industries for their intermediate products. More and more, such linkages between industries cross borders. Input-output analysis is a tool that takes such interdependencies in the production structure into full account. It has been applied to a wide variety of topics, ranging from agricultural and development economics to disciplines dealing with energy and environmental issues. The course will focus on three such topics. Typical questions are the following. How much high-skilled labor in the US is involved in satisfying the demand for cars by households in Australia, reflecting trade in production factors? What is the greenhouse gas footprint of China, or how large are the Chinese “exports” of greenhouse gas emissions? What percentage of the growth in German GDP between 1995 and 2009 was due to the</p>

	increased household consumption in the rest of the EU? To analyze these questions, the World Input-Output Database will be used.
coördinator	prof. dr. H.W.A. Dietzenbacher
lecturers	prof. dr. H.W.A. Dietzenbacher, prof. dr. B. Los
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc IB&M – NUBS, Newcastle (1.5-year) (electives DD MSc IB&M - NUBS, Newcastle (start Groningen)), DD MSc IB&M - Uppsala University, Uppsala (1,5-year) (electives B DD MSc IB&M - UU), DD MSc IE&B – Georg-August University, Göttingen (2-year), DD MSc IE&B - Lund University, Lund (2-year), DD MSc IFM – UU, Uppsala (1.5-year) (electives for students from FEB), MSc Economics (electives B MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Economics & Business/IE&B (electives A MSc IE&B), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics, Research Master in Economics and Business (electives ReMa-Research Methods)
phase	master
period	semester I b
credits	5 EC
literature	<ul style="list-style-type: none"> · Various, <i>Journal articles</i> for each topic (trade, environment, growth) · <i>Lecture notes</i> on: essentials of input-output analysis; a description of the World Input-Output Database; an introduction to computer software (e.g. Matlab or open source software). · <i>The lecture notes and journal articles mentioned above will be made available by the lecturer (free of charge).</i>
language	English
format	combined lectures/tutorials, practicals, self-study
assessment	individual exam, assignment(s) Assignments for pairs of students
prerequisites	Students with a BSc degree in Economics & Business Economics, Econometrics and Operations Research (or a comparable degree). Some basic knowledge of matrix algebra is indispensable for this course. An indication for a sufficient background is Chapters 15 and 16 in <i>Essential Mathematics for Economic Analysis</i> (4th edition) by Sydstaeter, Hammond and Strom, which is taught in the second year course <i>Matrix Analysis and Optimization</i> .
remarks	Secretary: gem.feb@rug.nl, +31 (0)50 363 3458, 5411 0536

31. SOCIAL EPISTEMOLOGY OF SCIENCE

code	FI184SE
objectives	This course will help students develop the following: <ul style="list-style-type: none"> · articulate knowledge about central problems in the social epistemology of science.

- ability to extract philosophical arguments from texts and assess them critically.
- ability to formulate philosophical arguments concisely in written format.
- skills to engage in professional philosophical discussions.
- practice to produce original philosophical research.

contents	Social epistemology is an emerging branch of philosophy that studies epistemic systems and how their organization (e.g., principles, procedures, and interests) affects their epistemic outcomes. This course focuses on the social epistemology of one of the most interesting epistemic systems: the institution of science. The course will begin with a comparison of two traditions that have studied social aspects of science: sociology and philosophy. Then we will discuss the reward system of science and its effects on the division of cognitive labor and epistemic progress. We will study epistemic dependence in scientific communities, and the role of scientists' values in (different notions of) scientific objectivity. Through the course, we will also keep a close eye on actual scientific practices, particularly in the context of cognitive science research. We will study social epistemic issues related to practices such as experimentation, meta-analysis, and peer-review.
lecturer	C.F. Romero Toro PhD.
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Master Exchange Courses, Researchmaster Philosophy
phase	master
period	semester II a
credits	5 EC
literature	· <i>All the required readings will be available in Student Portal</i>
language	English
format	lecture lecture

32. THEORIES OF CAUSATION

code	FI184TC
objectives	Students gain insight in the central issues and problems within the philosophical debate about causation. During the course they become acquainted with the most important theories and positions and learn to critically engage with them.
contents	Causation plays an important role in the sciences as well as in everyday life. Knowledge about the world's causal structure is, for example, indispensable for our ability to interact with our environment in order to satisfy our needs and desires. This course provides an overview of the most important philosophical theories of causation. In particular, students will critically engage with regularity theories, counterfactual theories, process theories, probabilistic theories, interventionist theories, and mechanistic theories. At the end of the course, we will also have a brief outlook on more recent graphical

causal modeling approaches to causation. "The Oxford Handbook of Causation" will serve as the course's textual basis.

lecturer	dr. A. Geharter
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Master Exchange Courses, Researchmaster Philosophy
phase	master
period	semester I b
credits	5 EC
literature	<ul style="list-style-type: none">· Beebe, H, Hitchcock, C, & Menzies, P. (Eds.), <i>The Oxford Handbook of Causation</i>. Oxford: University of Oxford Press (2009).
language	English

33. CAUSAL MODELING

code	FI184AG
objectives	Students are guided to systematically develop basic skills in graphical causal modeling. They learn how to represent and test causal hypotheses, how to generate predictions based on causal knowledge, and how to infer causal structure on the basis of empirical data.
contents	This course provides an introduction to graphical causal modeling. After recollecting probabilistic core concepts and basics in graph theory, Bayesian networks and their causal interpretation are introduced. Students get acquaintance with different versions of the Markov, minimality, and faithfulness conditions. They learn how graphical causal models can be used for testing hypotheses, generating predictions, and how they provide a basis for distinguishing between observation and intervention. Finally, they become familiar with procedures for causal discovery. Spirtes et al.'s (2000) "Causation, Prediction, and Search" will serve as textual basis for the course.
lecturer	dr. A. Geharter
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Master Exchange Courses, Researchmaster Philosophy
phase	master
period	semester II b
credits	5 EC
literature	<ul style="list-style-type: none">· Spirtes, P., Glymour, C., & Scheines, R. (2000). MIT Press, <i>Causation, Prediction, and Search</i>
language	English
format	lecture Lectures and group work